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SCHOOL-RELATED ATTITUDES AND BEHAVIORS OF PARENTS OF ACHIEVING ADOLESCENTS.
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A COMPARATIVE STUDY WAS CONDUCTED OF PARENTS WHOSE SONS WERE SUCCESSFUL IN HIGH SCHOOL TO DETERMINE IF THE ATTITUDES AND BEHAVIORS AMONG THE LOWER WORKING-CLASS PARENTS AND THE UPPER MIDDLE-CLASS PARENTS WERE SIMILAR. FAMILIES LIVING IN TWO MIDWESTERN CITIES WITH AT LEAST ONE SON IN GRADE 11 OR 12 SERVED AS THE POPULATION. "SUCCESS IN SCHOOL" WAS DEFINED AS BEING RETAINED IN SCHOOL "IN GOOD STANDING." OCCUPATION OF THE "BREADWINNER" WAS USED TO IDENTIFY THE PROBABLE SOCIAL CLASS OF EACH FAMILY. THE SAMPLE CONSISTED OF 52 UPPER MIDDLE-CLASS PARENTS AND 47 LOWER WORKING-CLASS PARENTS. AN INTERVIEW SCHEDULE OF 124 ITEMS WAS CONSTRUCTED AND ADMINISTERED TO THE MOTHERS IN BOTH GROUPS. ANALYSES WERE CONDUCTED BY A THREE-STEP ANALYSIS--BROAD AREA, ITEM, AND BROAD AREA RELATIONSHIPS WITHIN THE SOCIAL CLASSES. AMONG THE CONCLUSIONS STATED WERE (1) SCHOOL-REINFORCEMENT BEHAVIORS OF PARENTS WERE FUNCTIONS OF THE RESIDENT COMMUNITY, (2) LOWER WORKING-CLASS PARENTS' BEHAVIORS WERE COMMON TO THOSE OF UPPER MIDDLE-CLASS PARENTS IN THE SAME COMMUNITY, AND (3) LOWER WORKING-CLASS FAMILIES, WHOSE SONS WERE SUCCESSFUL IN SCHOOL, HAD FAMILY CHARACTERISTICS SIMILAR TO THOSE OF THE UPPER-MIDDLE CLASS. IT WAS FURTHER INDICATED THAT THERE WERE DIFFERENCES WITHIN THE LOWER WORKING CLASS ITSELF AND THAT THE DIFFERENCES COULD AFFECT THE SUCCESS OF THE STUDENTS IN SCHOOL. (RS)

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SCHOOL-RELATED ATTITUDES AND BEHAVIORS OF PARENTS OF ACHIEVING ADOLESCENTS

by
Alwin Beverly Coleman

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy in the
University of Michigan

1966

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CHAPTER I

INTRODUCTION

Parents of today seem to be expressing more and more concern for the education of their children. They are becoming more aware of the fact that the range of employment opportunities which will be open to their children will be determined by the amount of education they receive. Recent developments in technology leading to increased automation of our nation's industry with resultant lessened employment opportunities for the unskilled are one reason for this increased parental concern. Parents also realize that the educational avenues which will be open to their sons will be dependent on their high school achievements and this is a second reason for this increased parental concern. Awareness on the part of parents that education provides ideas for constructive use of the leisure time available to their sons is another reason for this increased parental concern.

But education of youth is not merely a family problem or a family concern, it is a problem and a concern of America as a nation.

Riessman[1] pointed out that in 1950, approximately one out of every ten children enrolled in the schools in the fourteen largest cities in the United States were "culturally deprived", that in 1960 the figure had risen to one in three, and, that by 1970 it is estimated that there may be one deprived child for every two enrolled in the schools in these large cities. When one considers that the probability is high that many of these deprived children will leave school prematurely, the national scope of the problem becomes evident. This study is an attempt to gain insights which may help solve this problem of lower economic youth leaving school early.

Havighurst indicated that parental attitudes were involved in the distinction between dropouts and nondropouts.[2] He pointed out, also, that social class was involved because academic achievement was related to social class and lack of achievement was related to incidence of dropout.[3] Havighurst's position in this regard has been substantiated by other educators such as Berg[1], Conant[2], Floud[3], Kahl[4], Kaiser[5], Mannino[6], and Wheeler[7] to name but a few.

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[1] Frank Riessman, The Culturally Deprived Child (New York: Harper and Brothers, 1962), p. 1.

[2] Robert J. Havighurst, Paul Hoover Bowman, Gordon P. Liddle, Charles V. Matthews, James V. Pierce, Growing Up In River City (New York: John Wiley and Sons, Inc., 1962), p. 4.

[3] Ibid., pp. 39, 182, 184.

Since many educators, including those mentioned above, believe that certain parental behaviors contribute to the success of a child's performance in school, it would be interesting to determine if parents in both the lower-working class and the upper-middle class whose children are successful in school exhibit the same or similar attitudes toward the education of their children. If it could be substantiated that parents of successful adolescents irrespective of social class hold in common a set of school-reinforcement behaviors, this would be significant information not only for the parents of unsuccessful students but also for the architects of our nation's future.

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[1] Richard Hamilton Berg, "Mothers' Attitudes on Child Rearing and Family Life Compared for Achieving and Underachieving Elementary School Children," Unpublished doctoral dissertation, University of Southern California, 1963.

[2] James B. Conant, Slums and Suburbs (New York: McGraw-Hill Book Company, 1961), p. 12.

[3] J. E. Floud, A. H. Halsey, and F. M. Martin, Social Class and Opportunity (Melbourne, London, Toronto: Wm. Heinemann Ltd., 1956), pp. 92-94.

[4] Joseph Alan Kahl, "Educational and Occupational Aspiration of 'Common Man' Boys," Harvard Educational Review, 23, (1953), 186-203.

[5] Louis Howard Kaiser, "Factors Related to the Educational Aspiration Level of Selected Negro and White Secondary Students and Their Parents," Unpublished doctoral dissertation, University of Arkansas, 1961.

[6] F. V. Mannino, "Family Factors Related to School Persistence," Journal of Educational Sociology, 35, (1962), p. 194.

[7] Elizabeth F. Wheeler, "Social Class Differences in Maternal Expectations and Perceptions of School, Prior to School Entrance of First Child," Unpublished doctoral dissertation, Northwestern University, 1965.

Statement of the Problem

The problem of this study was to determine if the school-related attitudes and behaviors of parents in the lower-working class were similar or dissimilar to those of parents in the upper-middle class when both sets of parents had sons who were successful in school.

Definition of Terms

The following definitions were utilized in this study:

1. The terms "lower-working class" and "upper-middle class" were accepted as defined by Warner in Social Class in America, A Manual of Procedure for the Measurement of Social Status.[1] Warner uses the term "lower-lower" for the social class that was herein

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[1] William Lloyd Warner, Marchia Meeker, Kenneth Eells, Social Class in America, A Manual of Procedure for the Measurement of Social Status (Gloucester, Massachusetts: Peter Smith, 1957), p. 127.

identified as "lower-working", but the two terms as employed here are synonymous. The latter term appears in most recent literature.[1]

2. By the concept "school-related attitudes and behaviors of parents regarding the education of their children" was meant perceptions, feelings and actions on the part of parents which they reported in accordance with recollections of child-rearing practices in the family.
3. By the concept "sons who were successful in school" was meant sons beyond the compulsory school attendance age in the eleventh and twelfth grades of high school who, if they continued to make the same progress that they had made in the past, would be likely to graduate from the high school.

Hypothesis

The major hypothesis of this investigation was: The school-related attitudes and behaviors of parents in the lower-working class are similar to those of parents in the upper-middle class when both sets of parents have sons who are successful in school.

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[1] Allison Davis and Robert Hess, Relationships Between Achievement in High School, College and Occupation. Research Project No. 542, United States Office of Education, Department of Health, Education, and Welfare. The University of Chicago, 1963, p. I-11.

Procedures Followed

The procedures followed in this study involved, first, definition of the population, location of the population and selection of two subsamples within this population; second, assessment of parental attitudes regarding the education of their children; and finally, analysis of the attitudes and behaviors of parents comprising the two subsamples regarding the education of their children.

A more detailed account of the procedures follows.

Population and Sample

In order to conduct this investigation it was necessary to define the population, locate an appropriate sample and characterize two subsamples.

Population defined

The population of this study consisted of families living in two relatively small midwestern cities who had at least one son enrolled in the secondary school of their community at the eleventh or twelfth grade levels. Two communities rather than only one were chosen for study in an attempt to counteract any particular unperceived bias of biases that might have been present in either one of these communities taken separately. The two communities studied were completely Caucasian; a problem of racial bias, therefore, did not exist. Sex bias was eliminated by studying sons only. Both school districts were approximately equal in size. Each school district had one high school and a population of about 10,000. The total population of both districts was approximately 20,000.

Location of the population

The criterion used in selecting the population to be studied was that the family have at least one son enrolled in the secondary school at the eleventh or twelfth grade level. When it occurred that a family had sons in both the eleventh and the twelfth grades, the twelfth grader was selected as the subject. When a family had more than one son in the same grade, *e.g.*, two sons in grade twelve, the son whose first initial was lowest alphabetically was selected as the subject.

The school records of all male students in good standing at these grade levels served to identify the population of this study. A student "in good standing" was defined as one who was being retained in school.

Selection of the two subsamples

Within this sample, two subsamples were identified, namely, upper-middle class parents and lower-working class parents. From school records and from information gained through direct contacts with employers and social agencies, the population was categorized in terms of social class according to the following systematic plan:

1. The occupation of the breadwinner was used to identify the social class to which each family most probably belonged.[1] "Unskilled" and "semiskilled" laborers were considered as being in the lower-working class whereas "professionals and proprietors of large businesses", and "semiprofessionals and smaller officials of large businesses" were considered as being in the upper-middle class. The terminology used is that of Warner.[2]
2. Warner's "Index of Status Characteristics" (I.S.C.)[3] was used to further substantiate family characterization according to social class whenever step 1. seemed to the author to be inadequate in the social class determination of a family.

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[1] The following references were consulted extensively in the characterization of social class:

Joseph Alan Kahl, The American Class Structure (New York: Rinehart, 1957).

Patricia Cayo Sexton, Education and Income: Inequalities of Opportunity in Our Public Schools (New York: The Viking Press, 1961).

William Lloyd Warner, Marchia Meeker, Kenneth Eells, Social Class in America, A Manual of Procedure for the Measurement of Social Status (Gloucester, Massachusetts: Peter Smith, 1957).

[2] Ibid., p. 123

[3] Ibid., pp. 121-158.

There were fifty-two parents in the upper-middle class and forty-seven parents in the lower-working class.

One of the communities studied was analyzed completely according to the Warner scheme. An effort was made to determine the degree of accuracy that could be expected when predicting social class on the basis of the occupation alone. Using city and township assessment records the community was mapped according to "area type" and "house type" and seven gradations ranging from best to worst were plotted in each instance. The "occupation of the breadwinner" was obtained from school records and "income" was estimated on the basis of occupation. The results were that, in 96 per cent of the cases, social class could have been predicted accurately by relying on the single factor "occupation of breadwinner".

This was valuable information because in the other community studied several of the lower-class families lived in apartment houses and these dwellings many times bordered on upper-class areas. In these cases, use of the Warner scheme was not feasible and reliance upon "occupation of breadwinner" was necessary in characterization of the social class.

Development of Interview Schedule

An interview schedule was constructed for use in the assessment of parental attitudes and behaviors regarding the education of their children.

Assessment of parental school-related attitudes and behaviors

An interview schedule, to be administered to both experimental groups was constructed by this researcher.[1] This interview schedule consisted of 124 items. There were 101 scored items and twenty-three unscored or open-end questions. The 101 alternative-response type questions were included to facilitate statistical analysis of responses. The open-end questions were designed to amplify upon certain fixed response questions the alternatives to which seemed too restrictive. The proposed interview schedule was reviewed by five qualified experts. The interview schedule explored the following Broad Areas of inquiry:

I. Provision of Educational Experiences by the Family

II. Parental Assistance with Required Homework

III. Reading Experiences Outside the School

IV. Parental Interest in the Son's School Activities

V. Family Contacts with School Personnel and Family Participation in School Activities for Parents

VI. Methods of Motivation and Control of the Son's Behavior

   A. Motivation Techniques

   B. Control Techniques

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[1] See Appendix A.

VII. Parental Expectations Relative to the Son's Educational Achievement

VIII. Reported Conversations with the Son by the Parent

IX. Additional Perceptions by the Parents Concerning

   A. Themselves

   B. Their Son

Preparations for the administration of the interview schedule for parents

The interview schedule was tried out by this investigator in a community not associated with those chosen for the actual investigation. Both lower-working and upper-middle class parents, located on the basis of "occupation of the breadwinner", were interviewed. The time that would be required to administer the interview schedule together with any ambiguities and/or difficulties that might occur with the questions used were the concerns of these pilot interviews.

The interview schedule required approximately one hour to administer. Interest of any given interviewee did not seem to decline during this time interval and it did not seem necessary therefore to shorten the interview schedule.

There were some questions in which the alternative responses open to the interviewee were not definite enough; in these cases parents had the tendency to say that two of the alternatives rather than just one were applicable responses. Corrections were made so that a single response was elicited from parents to each question in the interview schedule.

Administration of the interview schedule for parents

Official permission to conduct this investigation in the school districts studied was obtained by the author before the interviewing began. The parents were interviewed by trained professional interviewers who presented an official letter of introduction to these parents previous to interviewing them. In each case, the mother was chosen as the subject for the interview in order to avoid any variability that might occur by having either parent interviewed indiscriminately.

The interviewer was instructed to allow the interviewee to respond to each question with a minimum of cuing or prompting and to check the alternative that most closely agreed with the mother's response. Alternatives were read to the respondent only when necessary.

All of the mothers in the population consented to be interviewed. That is to say, 100 per cent response was achieved in this study.

Scoring the interview schedule

Items comprising the Broad Areas of the interview schedule contained three possible choices ranging from least favorable to most favorable. Responses registered in these categories were weighted

1, 2 and 3 respectively. A low total score for all items on the schedule indicated unfavorable parental school-reinforcement behaviors whereas a high total score indicated favorable parental school-reinforcement behaviors.

Analysis of the Attitudes and Behaviors of Parents

The analysis of the attitudes and behaviors of parents was made by a three-step analysis, namely, a broad area analysis, an item analysis and an analysis of the relationships among Broad Areas within social classes.

Broad area analysis

The t Test of Significance was used in the analysis of Broad Areas. Parental responses in the two social classes were compared with respect to each Broad Area. Parantal responses in the two communities were compared with respect to each Broad Area. A comparison also was made of the responses of parents of sons at the two different grade levels with respect to each Broad Area.

Item analysis

Frequency of response patterns for the lower-working class parents and for the upper-middle class parents were compared for each item of the interview schedule. By means of the Chi-square statistic, an analysis was made for each item. Significance attained at the

1 per cent level or at the 5 per cent level was accepted as evidence that these dissimilar school-reinforcement behaviors could not have occurred by chance.

Relationships among Broad Areas within social classes

The degree of relationship between Broad Areas was determined within each social class. The measure of relationship used was the Pearson product-moment method.

Assumptions

The assumptions underlying this investigation were:

1. The measures used to identify the subsamples in the population were valid.
2. The categories of the interview schedule were broad enough and the questions contained therein were specific enough so that the instrument would assess those school-related parental attitudes and behaviors which tend to support a child's performance in school.

Limitations

The limitations of the investigation were:

1. The parental attitudes and behaviors to be assessed in this study were limited to those school-related attitudes and behaviors specifically mentioned in the interview questions.

2. This study was limited to the discovery of the degree of correspondence between the parental attitudes and behaviors described in the two experimental groups herein considered. The results will not necessarily be applicable to the larger cities of the United States, like Detroit, Michigan, for example, since the study was made in two relatively small, midwestern, suburban communities.
3. The value of the results and conclusions derived from this study were dependent upon the degree of truthfulness of the respondents to the questions in the interview schedule.

Organization of the Study

The dissertation comprises five chapters. Chapter I is an introductory chapter in which the problem is stated and a general description of the procedures used in the study is given. A survey of the literature related to factors under consideration in this investigation is presented in Chapter II. Subsamples are described in detail and compared in Chapter III. Chapter IV reports the findings obtained from the investigation. Chapter V includes a summary of the findings of the study, conclusions and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

A review was made of the literature concerning school-related attitudes and behaviors of parents. It was important to find out if similar or related studies had been performed so that unnecessary duplication of research would not occur. No other study was located in the literature concerning school-reinforcement attitudes and behaviors comparing lower-working and upper-middle class parents of adolescents. This study, therefore, is not a duplication of work already accomplished, but represents an original contribution to research. Extensive use was made of the literature in order to establish a procedure for accurate identification of the social class of all families in the population[1] and in the construction of an interview schedule for parents.

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[1] The following sources were used as a basis for the development of this procedure:

James B. Conant, Slums and Suburbs (New York: McGraw-Hill Book Company, 1961).

Robert J. Havighurst, Paul Hoover Bowman, Gordon P. Liddle, Charles V. Matthews, James V. Pierce, Growing Up In River City (New York: John Wiley and Sons, Inc., 1962).

In the development of the interview schedule for parents, utilization was made of investigations which compared the attitudes and behaviors among parents of "overachievers" and "underachievers", of "normal achievers" and "underachievers" and of "normal achievers" and "overachievers"[1] together with research dealing with family factors related to school persistence and dropout. A considerable

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August B. Hollingshead, *Elmtown's Youth, the Impact of Social Classes on Adolescents* (New York: John Wiley and Sons, 1949).

Joseph Alan Kahl, *The American Class Structure* (New York: Rinehart, 1957).

Walter B. Miller, *The Culture of the Roxbury Community, Community Culture and the Social Worker* (Philadelphia: National Conference on Social Welfare, 1957).

Frank Riessman, *The Culturally Deprived Child* (New York: Harper and Brothers, 1962).

Patricia Cayo Sexton, *Education and Income: Inequalities of Opportunity in Our Public Schools* (New York: The Viking Press, 1961).

William Lloyd Warner, Marchia Meeker, Kenneth Eells, *Social Class in America*, *A Manual of Procedure for the Measurement of Social Status* (Gloucester, Massachusetts: Peter Smith, 1957).

[1] *Dissertation Abstracts* was the source of thirty-nine references of this type.

literature exists concerning family factors related to school achievement. For example, according to Strom:

> One can say with certainty...that within this neighborhood where the so-called "culture of poverty" exists, there are familial tendencies which induce conditions that foster dropout.[1]

In an article entitled "Social Class and School Success", Eargle maintains that the educational status of the lower socio-economic groups is far inferior to that of upper socio-economic groups and that parents who have obtained more formal education are more likely to encourage their children to aspire to achieve in school. He also states that lower grades are made by more lower-class children than by upper-class children and that this can be explained to a great extent in terms of the environment of the two groups of children.[2]

Cook in a discussion of sibling groups states that:

> Youngest children are less likely to withdraw and children who are between other siblings are more likely to withdraw than are those in other family positions.[3]

---

[1] R. D. Strom, "Dropout Problem in Relation to Family Affect and Effect," Arizona Teacher, 52 (March 1964), 14.

[2] Z. E. Eargle, "Social Class and Student Success," High School Journal, 46 (February 1963), 168-69.

[3] H. S. Cook, Jr., "Analysis of Factors Related to Withdrawal Prior to Graduation," Journal of Educational Research, 50 (November 1956), 193.

A study conducted in England in 1954 found the student's home background to be critical with respect to school persistence and dropout.[1]

Mannino concluded that "mothers of persistent students showed interest in and encouraged their children's schooling".[2]

Kahl found parents' expectations significant in influencing student motivation.[3]

The instrument used in the assessment of parental attitudes and behaviors of parents regarding the education of their children had as its basis validated research as reported in the literature.

Rationale of the Study

According to Kahl,[4] the schools for the "common man boy" are more a means than initiator of ascent within the social class structure; he maintained that the parents must supply the motivation. Mannino[1] suggested that since the boy begins his earliest social experiences within the intimacy of the primary family group, and inasmuch as the influences of the broader social environment upon his psychosocial development are mediated through the family, that it is this social group which probably exerts the primary forces which influence his persistence in school. Mannino[2] also presented conclusive evidence that mothers of persistent students showed interest in and encouraged their children's schooling. On the basis of such suggestions and evidence it seemed a natural next step to ask if parents in two different social classes whose children were successful in school exhibited the same or similar attitudes and behaviors toward the education of their children.

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[1] Great Britain, Ministry of Education, Early Leaving (London: Her Majesty's Stationery Office, 1954).

[2] Fortune V. Mannino, "Family Factors Related to School Persistence," Journal of Educational Sociology, 35 (January 1962), 200.

[3] Joseph A. Kahl, "Educational and Occupational Aspiration of 'Common Man' Boys," Harvard Educational Review, 23 (Summer, 1953), 186-203.

[4] Ibid., 202.

Factors Related to School Success

Socio-economic conditions

Much has been written concerning the relationship between socio-economic status and school success. For example, Manning[3] reported that among students of various ability ranks the relationship of socio-economic conditions to achievement was in favor of homes with higher standards and that individuals profited academically from favorable socio-economic conditions. Able children who achieved beyond and below expectancy were compared with respect to the socio-economic factor by Ashworth[1] who reported that the former group came from a higher socio-economic level than the latter group. Walker,[2] in his study of the relationship of certain selected variables to achievement, stated that socio-economic status was significantly related to achievement. Jackson,[3] in his study of successful and unsuccessful school children, stated that success was related to socio-economic status.

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[1] Mannino, op. cit., p. 194.

[2] Ibid., p. 200.

[3] Melvin Nephi Manning, "A Comparison of Underachievers and Normal Achievers at the Upper-elementary and Seventh-grade Level," Unpublished doctoral dissertation, Utah State University, 1963.

On the other hand, Fina[4] suggested that social class has been overemphasized as a single factor which accounts for the variation in certain aspects of student behavior. In his work on interrelationships among social class, concerns, intelligence and achievement he observed that a high correlation did not exist between social class and these three main factors.

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[1] Marion Schrimsher Ashworth, "A Comparative Study of Selected Background Factors Related to Achievement of Fifth- and Sixth-grade Students," Unpublished doctoral dissertation, University of Houston, 1963.

[2] Carl Walker, "The Relationship of Certain Selected Variables to First-grade Achievement," Unpublished doctoral dissertation, The University of New Mexico, 1963.

[3] Violet Burden Jackson, "Successful and Unsuccessful Elementary School Children: A Study of Some of the Factors That Contribute to School Success," Unpublished doctoral dissertation, The Ohio State University, 1962.

[4] Robert Patrick Fina, "The Interrelationships Among Social Class, Concerns, Intelligence and Achievement of Ninth Grade Students," Unpublished doctoral dissertation, Columbia University, 1963.

With such studies as these in mind, a population was chosen in which the students studied were deemed successful at the outset regardless of social class. It was hoped that this would hold the social class-achievement relationship somewhat constant and permit comparison of parental behaviors in two different social classes with respect to achieving sons. Achieving sons only rather than achieving boys and girls were chosen to eliminate any sex bias that might be present. Only eleventh and twelfth grade boys were selected in order to have some basis for the determination of scholastic achievement of these boys at the secondary school level.

Family factors

As mentioned above, Kahl[1] maintained that parents must supply the motivation if achievement is to occur among the common man boys. But Kahl also found parents' expectations significant in influencing motivation.[2] Also, Mannino[3] presented evidence that in the lower socio-economic groups, mothers of persistent students showed interest in and encouraged their children's schooling. Berg[1] also states that maternal attitudes are important correlates of achievement.

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[1] Kahl, op. cit., p. 202.

[2] Ibid., pp. 186-203.

[3] Mannino, op. cit., p. 194.

But evidence has been found that there exist social class differences with respect to maternal expectations and perceptions of school for their children. Upper-middle class mothers, according to Wheeler, had higher expectations for their children's educational gains, school achievement and length of school attendance than did mothers in the upper-lower class. She concluded, therefore, that social class background was an important variable in maternal expectations and perceptions of school.[2] There was also evidence that parents' aspirations for their children were significantly related to the education and income of the parents.[3] Floud[4] in a study on British education discovered a significant relationship between three variables: physical facilities of the home environment, parental attitudes toward school achievement, and the actual achievement of the child in school. Favorable parental attitudes together with a certain minimum standard of living as revealed by the conditions of home environment were positively correlated with school achievement and very significantly so. However, below this certain minimum standard of home environment, favorable parental attitudes had no effect on school achievement of the child. In a study of factors related to educational aspiration level of secondary students and their parents, Kaiser found that aspiration levels of students did not differ significantly from those of their parents for them and that parental aspirations for their children were significantly related to their education and income.[1] In Slums and Suburbs, Conant states:

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[1] Richard Hamilton Berg, "Mothers' Attitudes on Child Rearing and Family Life Compared for Achieving and Under-achieving Elementary School Children," Unpublished doctoral dissertation, University of Southern California, 1963.

[2] Elizabeth F. Wheeler, "Social Class Differences in Maternal Expectations and Perceptions of School, Prior to School Entrance of First Child," Unpublished doctoral dissertation, Northwestern University, 1965.

[3] Sexton, op. cit., pp. 13,29,106,139-41,144-5,146,165-66.

[4] J. E. Floud, A. H. Halsey, and F. M. Martin, Social Class and Opportunity (Melbourne, London, Toronto: Wm. Heinemann Ltd., 1956), pp. 92-94.

> It has been established beyond any reasonable doubt that community and family background play a large role in determining scholastic aptitude and school achievement.[2]

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[1] Louis Howard Kaiser, "Factors Related to the Educational Aspiration Level of Selected Negro and White Secondary Students and Their Parents," Unpublished doctoral dissertation, University of Arkansas, 1961.

[2] Conant, *op. cit.*, p. 12.

In The Pursuit of Excellence the importance of parent attitudes and behaviors are recognized:

> The contribution of these out-of-school influences to the emotional and moral life of the child are well-known and understood. Less widely recognized is the fact that these influences have considerable effect upon the strictly intellectual motivation and academic fitness of the young person.[1]

Theoretical Basis for Measurement

The instrument constructed to measure school-related attitudes and behaviors of parents was based on relevant findings recorded in the recent literature. Broad areas of investigation were decided upon which were pertinent to this study and questions were designed to measure positive or negative parental school-reinforcement behaviors within these broad areas. A Likert-type scale[2] was used with three categories of response for each item. A typical question had categories labeled "no", "sometimes", "often" which were scored 1, 2 and 3 respectively according to the direction of scaling. Like other scaling methods, the one used in this study related the responses of parents or observed variables to the attitudes of the parents or latent variables[1] (see Appendix A, Interview Schedule).

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[1] The Pursuit of Excellence--Education and the Future of America, Special Studies Project Report V. Rockefeller Brothers Fund, America at Mid-Century Series (Garden City, New York: Doubleday and Company, Inc., 1958), p. 18.

[2] Rensis Likert, "A Technique for the Measurement of Attitudes," Archives of Psychology, 140, Columbia University, 1932.

Research Basis for Measurement; Broad Area Construction

The instrument constructed to measure school-related attitudes and behaviors of parents was based on relevant findings recorded in the literature; these findings are presented in this section as they relate to the categories of the interview schedule for parents.

Broad Area I - Provision of Educational Experiences by the Family:

It is generally accepted that achieving students have parents who take them places and are members of families that do things together and share in planned activities. In his work concerning home, family and community factors related to student achievement, Van Zandt reported that the parents of achievers had superior interest in educational pursuits and related activities for their children, participated in many cultural-educational activities with their children and did things together as a family group, such as making educational visitations of one kind or another and taking periodic family vacations.[1] Ellinger[2] reported that families of highly creative children made concerted efforts to involve their children in family activities. Independent studies by Ashworth[3] and Keshian[4] further substantiated the above mentioned results.

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[1] Bert F. Green, "Attitude Measurement," In Lindzey, Gardner (Ed.) Handbook of Social Psychology, I (Addison-Wesley, 1954), Chapter 9.

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[1] Wayne Van Zandt, "A Study of Some Home-Family-Community Factors Related to Children's Achievement in Reading in an Elementary School," Unpublished doctoral dissertation, Wayne State University, 1963.

[2] Bernice D. Ellinger, "The Home Environment and the Creative Thinking Ability of Children," Unpublished doctoral dissertation, The Ohio State University, 1964.

[3] Ashworth, *op. cit.*

[4] Jerry Gary Keshian, "Why Children Succeed in Reading: A Study to Determine, in Three Selected Communities, Some of the Common Physical, Social, Emotional, and Environmental Characteristics and Experiences of Children Who Learn to Read Successfully," Unpublished doctoral dissertation, New York University, 1960.

Broad Area II - Parental Assistance with Required Homework:

According to the literature, parents of successful children tend to provide these children with help and guidance when needed and they structure the environment for their children so that they are very likely to perform at a level commensurate with their ability.[1] These children very often are provided with a room of their own which affords a comfortable quiet place for study.[2]

Broad Area III - Reading Experiences outside the School:

Achieving students tend to have hobbies of a scholastic nature or that involve and require at least some reading.[3,4] They are inclined to take private lessons of one kind or another such as music lessons.[1] They read books, magazines, and newspapers and visit the library often.[2,3,4,5] These children also have access to reading materials in the home and make good use of it; they also read many library books and like reading.[6,7,8] And, they very often have a personal library of their own.[9]

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[1] Anna Khatoon Syed, "Patterns of Parent Behavior Influencing Academic Achievement in the Junior High Schools," Unpublished doctoral dissertation, University of Illinois, 1961.

[2] Manelle Vincent Jeter, "A Study of the Characteristics of Mentally Superior Achievers and Underachievers in Reading at the Fourth, Fifth, and Sixth Grade Levels," Unpublished doctoral dissertation, Florida State University, 1963.

[3] Charles Ray Young, "Factors Associated with Achievement and Underachievement Among Intellectually Superior Boys," Unpublished doctoral dissertations, The University of Missouri, 1962.

[4] Raymond Kay Jung, "Leisure Activities of Children of Different Socio-Economic Status and from Different Ethnic Groups," Unpublished doctoral dissertation, University of California, 1963.

Broad Area IV - Parental Interest in the Son's School Activities:

Students who are successful spend time at home studying their school subjects.[10,11] They possess adequate study habits and proceed to do the work on their own.[1] The parents of these children help them to reach desirable goals through their interest, encouragement and approval of what their children are doing.[2] Intellectual stimulation is offered these children by their parents who talk with them about the things that happen at school, about the kinds of things their class is doing and about special activities like movies or special programs they have seen at school.[3,4,5] The parents also supplied their children with the motivation to achieve up to capacity and perceived the teacher to be encouraging and pressuring their sons to work fairly hard or hard.[6] Achieving students have parents who are making plans to send them to college and who talk with them about it.[7]

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[1] Ashworth, *op*. *cit*.

[2] Jung, *op*. *cit*.

[3] Ellinger, *op*. *cit*.

[4] Jeter, *op*. *cit*.

[5] Van Zandt, *op*. *cit*.

[6] *Ibid*.

[7] Ashworth, *op*. *cit*.

[8] Keshian, *op*. *cit*.

[9] Jeter, *op*. *cit*.

[10] Young, *op*. *cit*.

[11] Syed, *op*. *cit*.

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[1] Syed, Ibid.

[2] Ibid.

[3] Young, op. cit.

[4] Edward Bierman, "The Relationship Between Pupil Academic Achievement and Parental Attitudes Toward Achievement: An Investigation to Determine the Relationship Between Pupil Academic Achievement and Parents' Expressed Attitudes Toward Their Children's Achievement in School," Unpublished doctoral dissertation, New York University, 1961.

[5] Syed, op. cit.

[6] Gerald Arthur Cleveland,"A Study of Certain Psychological and Sociological Characteristics as Related to Arithmetic Achievement," Unpublished doctoral dissertation, Syracuse University, 1961.

[7] Jeter, op. cit.

Broad Area V - Family Contacts with School Personnel and Family Participation in School Activities for Parents:

Parents of achieving students have contact with the school and with school personnel. They tend to be members of parent organizations like the P.T.A., to attend special classes, clubs or groups for parents and to work as volunteer helpers on school projects or programs.[1,2,3,4,5]

Broad Area VIA - Methods of Motivation and Control of Son's Behavior, Motivation Techniques:

Parents of successful students encourage them to join young people's groups and to take part in extracurricular activities at

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[1] Nolan E. Correll, "The Effects of Social Class on Parental Contacts with the Public School System," Unpublished doctoral dissertation, Northwestern University, 1963.

[2] Herbert J. Schiff, "The Effect of Personal Contactual Relationships on Parents' Attitudes Toward and Participation in Local School Affairs," Unpublished doctoral dissertation, Northwestern University, 1963.

[3] Syed, op. cit.

[4] Ashworth, op. cit.

[5] Bierman, op. cit.

school.[1,2] They encourage them to bring work home from school and try to explain to them why they should work hard in school.[3] They place a high value on good marks and encourage their children to get them.[4,5,6] These parents also place great importance on reading; they encourage their children to read and are, themselves, avid readers.[7,8,9,10] They plan college for their children and often

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[1] Abdul Wahied, "A Study of Certain Environmental Factors and Extra-class Experiences as Related to College Plans of High School Seniors," Unpublished doctoral dissertation, Indiana University, 1964.

[2] Helen Elizabeth Wormell, "A Comparative Study of Perceptions Related to Self, Home, and School Among Selected Ninth Grade Students," Unpublished doctoral dissertation, The University of Michigan, 1963.

[3] Bierman, op. cit.

[4] Ibid.

[5] Wormell, op. cit.

[6] Syed, op. cit.

[7] Keshian, op. cit.

[8] Van Zandt, op. cit.

[9] Dorothy Jean McGinnis,"A Comparative Study of Attitudes of Parents of Superior and Inferior Readers Toward Certain Child Rearing Practices, the Value of Reading and the Development of Language, Skills and Experimental Background Related to Reading," Unpublished doctoral dissertation, Michigan State University, 1963.

[10] Young, op. cit.

talk with them about it.[1,2,3] Achieving students are encouraged by their parents to save money either by putting it on their bank accounts or by buying savings bonds.[4] Their parents often use some person as an example of how they want them to be.[5]

Broad Area VIB - Methods of Motivation and Control of Son's
Behavior, Control Techniques:

Parents of successful students insist that their children set aside a definite period in the evening to be used as study time.[6,7]

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[1] Waheid, op. cit.

[2] Jeter, op. cit.

[3] Benjamin Galbreath Gray, "Characteristics of High and Low Achieving High School Seniors of High Average Academic Aptitude," Unpublished doctoral dissertation, University of Southern California, 1960.

[4] Paul T. Rankin, Jr., "The Relationship Between Parent Behavior and Achievement of Inner City Elementary School Children," Unpublished doctoral dissertation, The University of Michigan, 1966.

[5] Ibid.

[6] Jeter, op. cit.

[7] Young, op. cit.

They praise their children for a good job done at home or in school.[1,2] When their child does a poor job at home or in school, they try to find out where he is going wrong with the intention of trying to help.[3,4,5,6] A democratic atmosphere persists in these homes; the parents tend to be permissive rather than autocratic but within certain limits. When things are discussed by the family, the children feel perfectly free to express themselves. If ideas contrary to those of the parents are expressed by the children, these parents try to discuss the pros and cons of the matter as objectively as possible but then allow their children freedom to believe what they

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[1] Wormell, op. cit.

[2] Syed, op. cit.

[3] Ibid.

[4] Janice Marie Barwick, "A Study of the Relationship Between Parental Acceptance and the Academic Achievement of Adolescents," Unpublished doctoral dissertation, Boston University School of Education, 1960.

[5] Bierman, op. cit.

[6] Ashworth, op. cit.

want to.[1,2,3,4] These parents are not only loving, permissive and democratic but also supportive in their relationships with their children; they show concern for their children's welfare. For example, they are likely to praise their children in the presence of relatives or friends but they don't belittle them in the presence of relatives or friends.[5,6,7,8] They help their children reach desirable goals through their interest, encouragement and approval.[9] These parents refrain from the use of physical methods of punishment when their children misbehave. They do not offer rewards on

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[1] Alvin S. Orinstein, "An Investigation of Parental Child-rearing Attitudes and Creativity in Children," Unpublished doctoral dissertation, University of Denver, 1961.

[2] James E. Biglin, "The Relationship of Parental Attitudes to Children's Academic and Social Performance," Unpublished doctoral dissertation, The University of Nebraska Teacher College, 1964.

[3] Van Zandt, *op. cit.*

[4] Berg, *op. cit.*

[5] Orinstein, *op. cit.*

[6] Wormell, *op. cit.*

[7] Ashworth, *op. cit.*

[8] Berg, *op. cit.*

[9] Syed, *op. cit.*

the condition that their children will do as they wish but they do reinforce appropriate behavior with rewards of some kind such as praise and/or material rewards. They discuss with their children what will happen if they do certain things contrary to parental wishes. They punish their children for inappropriate behavior by reprimanding them and taking away some of their privileges. They make it clear to them beforehand that this will be the case and they "follow through" in this regard. These parents tell their children what is expected of them and see to it that they live up to their expectations. Also, they require their children to keep them informed of their whereabouts and of their out-of-school activities.[1]

Broad Area VII - Parental Expectations Relative to the Son's Educational Achievement:

The parents of successful students place a high value on school marks and expect their children to get good marks.[2,3,4] They want their children to have a good education.[1,2] They are very interested in having these children go to college; they are making plans for it and frequently talk with them about it. These parents are, in general, interested in their children following a profession or a technical skill of some kind.[3,4]

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[1] Syed, *ibid.*

[2] Wheeler, *op. cit.*

[3] Jeter, *op. cit.*

[4] Kaiser, *op. cit.*

Broad Area VIII - Reported Conversations with Son by the Parent:

There is evidence to substantiate the fact that parents of achievers converse frequently with their children.[5,6] Questions which occurred in other broad areas of this study and involved conversations between the parent and the son are analyzed under Broad Area VIII for both groups of parents.

Broad Area IXA - Additional Perceptions by the Parents Concerning Themselves:

Parents of successful children tend to be serious about the goals to be reached by their children and they help them to achieve these

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[1] Kaiser, Ibid.

[2] Wheeler, op. cit.

[3] Jeter, op. cit.

[4] Wahied, op. cit.

[5] Wormell, op. cit.

[6] Syed, op. cit.

goals through interest, encouragement, and approval.[1] In Broad Area IXA, a comparison is made between the perceptions of the two groups of parents concerning the interactions they have with their sons and the goals which they set for them.

Broad Area IXB - Additional Perceptions by the Parents Concerning Their Sons:

Parents of successful children tend to have favorable perceptions concerning these children.[2] In Broad Area IXB a comparison is made between the perceptions of the two groups of parents concerning the attitudes, behaviors and interests of their sons.

Summary

There is some disagreement in the literature concerning the effect of class on achievement. Some investigators have stated that there is a very definite relationship between social class and achievement whereas other researchers have maintained that social class has been over-emphasized as a single factor accounting for variation in student behavior. With such studies in mind, for this investigation a population was chosen in which the students studied were deemed successful at the outset regardless of social class.

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[1] Syed, Ibid.

[2] Ashworth, op. cit.

Several references are available in support of the thesis that positive school reinforcement behaviors on the part of parents are important to a child's success in school and that aspiration levels of students do not differ significantly from those of their parents for them. But, evidence was presented that social class background was an important variable in parental expectations and perceptions of school for their children and that parent aspirations for their children were related to the education and income of the parents. If as the literature seems to indicate, student achievement is dependent on parental motivation and if this motivation is influenced by parental expectations, then, school-related attitudes and behaviors of parents of successful boys should be similar regardless of the social class from which these boys come, and this is the hypothesis to be tested in this study.

The instrument constructed to measure school-related attitudes and behaviors of parents was based on relevant findings recorded in the literature; these findings were presented in this chapter as they related to the categories of the interview schedule for parents.

CHAPTER III

CHARACTERISTICS OF THE SUBSAMPLES

In this chapter the two subsamples will be described with respect to occupation, income, family factors, education, sons and siblings. Since the purpose of this study is to compare the school-related attitudes and behaviors of parents in the two different social classes, the characteristics of the families comprising these two subsamples are presented in the following sections. Factors which are reported in the literature as characterizing the lower-working class and the upper-middle class will be evident in the descriptions of the two subsamples.

Occupation

Occupation of the father is considered to be the best single indicator of social class. In this study, occupation of father was used as the initial basis for social class determination. The other three factors of Warner, namely, "income", "house type" and "area type" were used to determine the social class of the family when "occupation" alone seemed to the author to be inadequate.

Occupation of fathers

Table 1 indicates the number and per cent of lower-working and upper-middle class fathers in the various occupational categories of the two subsamples. The categories used together with the corresponding numerical scale for rating these occupational categories are those of Warner.[1]

Ninety-six per cent of the lower-working class fathers were either unskilled or semiskilled workers whereas 96 per cent of the upper-middle class fathers were professional men, proprietors of large businesses, semiprofessional men or smaller officials of large businesses. Four per cent of the lower-working class fathers were either proprietors of small businesses or skilled workers whereas 4 per cent of the upper-middle class fathers were either skilled workers or "clerks and kindred workers". In each subsample there was one skilled worker. The four factors of Warner, namely, "occupation", "income", "house type", and "area type", were used to determine the social class of families in which the occupation of the father was classified as "proprietors of small businesses", "skilled worker" or "clerks and kindred workers". It is clear from Table 1, that the subsamples are distinct groups.

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[1] Warner, op. cit., p. 123.

Table 1

OCCUPATION OF FATHERS IN SUBSAMPLES

Warner Scale	Occupational Category	Lower-Working Class		Upper-Middle Class	
		Number	%	Number	%
1	Professionals and proprietors of large businesses	--	--	4	8
2	Semiprofessionals and smaller officials of large businesses	--	--	46	88
3	Clerks and kindred workers	--	--	1	2
4	Skilled worker	1	2	1	2
5	Proprietors of small businesses	1	2	--	--
6	Semiskilled workers	20	43	--	--
7	Unskilled workers	25	53	--	--
	Totals	47	100	52	100

Income

Since the income of the head of the household is one factor which aids in the classification of families according to social class, these data are presented next. It is interesting to notice the income ranges for the two subsamples and where the majority of each class are located on the scale.

The father was designated as head of the household in the intact family. The breadwinner was designated as head of the household in the mixed family and this was either the mother, the step-father or the real father depending upon the mixed family type. Family types involved in this study are described in the next section entitled "Family Factors".

Income of household heads

From Table 2 it can be seen that 79 per cent of the lower-working class subsample had incomes less than $10,000 per year whereas 78 per cent of the upper-middle class had incomes greater than $12,000 per year; approximately equal percentages in both classes had incomes greater than $10,000 per year but less than $12,000 per year (17 per cent in the lower-working class and 14 per cent in the upper-middle class).

Table 2

INCOME OF HOUSEHOLD HEADS

Income	Lower-Working Class Number	%	Upper-Middle Class Number	%
$20,000 and up	--	--	19	36
18,000 - 19,000	--	--	6	11
16,000 - 17,000	--	--	5	10
14,000 - 15,000	1	2	5	10
12,000 - 13,000	1	2	6	11
10,000 - 11,000	8	17	7	14
8,000 - 9,000	10	21	3	6
6,000 - 7,000	14	30	1	2
4,000 - 5,000	6	13	--	--
2,000 - 3,000	7	15	--	--
Less than 2,000	--	--	--	--
Totals	47	100	52	100
Median	$6,000 - 7,000		$16,000 - 17,000	

Family Factors

In this section family size and composition is discussed together with family types. An analysis is presented showing a breakdown of mixed family types in both subgroups.

Family size

In Table 3a it can be seen that the total number of children in each social class was not very different. There was an average of 4.2 children per family in the lower-working class compared with 3.7 children per family in the upper-middle class. It is interesting to note that in the population studied there were almost twice as many boys as girls in both social classes.

A further analysis of family size with respect to social class is given in Table 3b. Families in each social class are grouped according to number of children in the family. The median family size in the lower-working class was four. The median family size in the upper-middle class was three. These data correspond favorably with the average number of boys and girls in the two social classes as recorded in Table 3a, namely, 4.2 for the lower-working class and 3.7 for the upper-middle class. But, Table 3b shows a tendency for the lower-working class to have larger families than the upper-middle class; three-fourths (76 per cent) of the lower-working class

Table 3a

FAMILY SIZE

Children	Lower-Working Class		Upper-Middle Class	
	Number	Average No. per Family	Number	Average No. per Family
Boys	121	2.6	126	2.4
Girls	77	1.6	65	1.3
Boys and Girls	198	4.2	191	3.7

2

Table 3b

FAMILY SIZE ANALYSIS

Number of Children in the Family	Total Number of Families with this Number of Children	
	Lower-Working Class	Upper-Middle Class
1	4	1
2	4	12
3	11	15*
4	9*	12
5	8	5
6	4	4
7	4	1
8	2	1
9	1	1
Total Families	47	52

* Median

families had from two to six children per family whereas a similar number (75 per cent) of upper-middle class restricted their family size from two to four children.

Family types

The number and per cent of intact families in each social class is shown in Table 4. Seventy-seven per cent of the lower-working class families were intact compared with 96 per cent of the upper-middle class families. The mixed family type was present in 23 per cent of the lower-working class families and in 4 per cent of the upper-middle class families. The mixed families are analyzed in Table 5 according to specific type and with reference to the two groups. In the lower-working class, 46 per cent of the families classified as "mixed" (five cases) are widowed and in the upper-middle class 50 per cent of the mixed families (one case) are of this type.

Educational Achievements

Education of parents

A comparison of the educational achievements of the two parental groups studied is presented in Table 6. Differences in the educational attainments of the two groups of parents are very pronounced. Only 32 per cent of the lower-working class parents were high school

Table 4

FAMILY TYPES

Family Type	Lower-Working Class Number	%	Upper-Middle Class Number	%
Intact family	36	77	50	96
Mixed family	11	23	2	4
Totals	47	100	52	100

Table 5

MIXED FAMILY ANALYSIS

Mixed Family Type	Lower-Working Class Number	%	Upper-Middle Class Number	%
Widow	5	46	1	50
Separation	0	0	0	0
Divorce	2	18	0	0
Stepfather	3	27	1	50
Stepmother	1	9	0	0
Totals	11	100	2	100

Table 6

EDUCATION OF PARENTS

Highest Level Attained	Lower-Working Class Number	%	Upper-Middle Class Number	%
Graduate degree	--	--	5	5
Graduate work	--	--	5	5
College graduate	--	--	29	28
College work	1	1	34	32
High School graduate	29	31	29	28
High School work	30	32	--	--
Ninth Grade attained	7	8	--	--
Junior High School work	19	20	1	1
Sixth grade attained	4	4	--	--
Elementary School work	2	2	1	1
None	2	2	--	--
Totals	94	100	104	100

graduates compared to 98 per cent in the upper-middle class. A further analysis of the data shows that 68 per cent of the lower-working class parents did not graduate from high school whereas 70 per cent of the upper-middle class parents entered college. More than one-third (36 per cent) of the lower-working class parents did not progress beyond the ninth grade whereas more than one-third (38 per cent) of the upper-middle class parents graduated from college. More than one-fourth (28 per cent) of the lower-working class parents had less than a ninth grade education. Eight per cent of the lower-working class parents did not enroll in junior high school whereas 10 per cent of the upper-middle class parents did graduate work. Four per cent of the lower-working class parents did not complete elementary school whereas 5 per cent of the upper-middle class parents earned graduate degrees.

Education of fathers

The educational attainments of the fathers are shown in Table 7. Differences of educational achievement between the two social classes are even more accentuated when one examines "education of fathers" rather than "education of parents".

About one-fourth (28 per cent) of the fathers in the lower-working class graduated from high school compared to 100 per cent in the upper-middle class. Almost three-fourths (72 per cent) of the

Table 7

EDUCATION OF FATHERS

Highest Level Attained	Lower-Working Class Number	Lower-Working Class %	Upper-Middle Class Number	Upper-Middle Class %
Graduate degree	--	--	5	10
Graduate work	--	--	2	4
College graduate	--	--	23	44
College work	1	2	12	23
High School graduate	12	26	10	19
High School work	15	32	--	--
Ninth grade attained	2	4	--	--
Junior High School work	12	26	--	--
Sixth grade attained	3	6	--	--
Elementary School work	--	--	--	--
None	2	4	--	--
Totals	47	100	52	100

lower-working class fathers did not graduate from high school whereas 81 per cent of the upper-middle class fathers entered college. Forty per cent of the lower-working class fathers did not progress beyond the ninth grade whereas 58 per cent of the upper-middle class fathers graduated from college. More than one-third (36 per cent) of the lower-working class fathers had less than a ninth grade education. Ten per cent of the lower-working class fathers did not enroll in the junior high school whereas 14 per cent of the upper-middle class fathers did graduate work, 10 per cent of whom earned graduate degrees. Four per cent of the lower-working class fathers received no formal education whatever.

Education of mothers

The educational accomplishments of lower-working class mothers tended to elevate the over-all educational status of these families while in the upper-middle class families the opposite effect was observed. Data pertaining to the education of mothers in the two social classes are summarized in Table 8.

More than one-third (36 per cent) of the lower-working class mothers graduated from high school compared to 96 per cent in the upper-middle class. Almost two-thirds (64 per cent) of the lower-working class mothers did not graduate from high school whereas

Table 8

EDUCATION OF MOTHERS

Highest Level Attained	Lower-Working Class		Upper-Middle Class	
	Number	%	Number	%
Graduate degree	--	--	--	--
Graduate work	--	--	2	4
College graduate	--	--	7	14
College work	--	--	22	42
High School graduate	17	36	19	36
High School work	15	32	--	--
Ninth grade attained	5	11	--	--
Junior High School work	7	15	1	2
Sixth grade attained	1	2	--	--
Elementary School work	2	4	1	2
None	--	--	--	--
Totals	47	100	52	100

60 per cent of the upper-middle class mothers entered college. Slightly less than one-third (32 per cent) of the lower-working class mothers did not progress beyond the ninth grade whereas 18 per cent of the upper-middle class mothers graduated from college. About one-fifth (21 per cent) of the lower-working class mothers had less than a ninth-grade education. Six per cent of the lower-working class mothers did not enroll in the junior high school whereas 4 per cent of the upper-middle class mothers did graduate work, none of whom received graduate degrees. Four per cent of the lower-working class mothers did not complete elementary school but no lower-working class mothers were without some formal education.

Education of mothers relative to education of fathers

Lower-working class mothers tended to have more education than lower-working class fathers whereas upper-middle class mothers tended to have less education than upper-middle class fathers. These data are summarized in Table 9. Fifty-four per cent of the lower-working class mothers had more education than lower-working class fathers whereas 60 per cent of the mothers in the upper-middle class had less education than upper-middle class fathers. Twenty-three per cent of the lower-working class mothers had less education than lower-working class fathers and 17 per cent of the upper-middle class

Table 9

EDUCATION OF MOTHERS RELATIVE TO EDUCATION OF FATHERS

Category	Lower-Working Class		Upper-Middle Class	
	Number	%	Number	%
More than 3 grades higher	5	11	--	--
3 Grades higher	5	11	1	2
2 Grades higher	8	17	6	11
1 Grade higher	7	15	2	4
Equivalent education	11	23	12	23
1 Grade lower	3	6	3	6
2 Grades lower	2	4	4	8
3 Grades lower	4	9	5	10
More than 3 grades lower	2	4	19	36
Totals	47	100	52	100

mothers had achieved higher educational status than upper-middle class fathers. Twenty-three per cent of the parents in each social class had equivalent educations. Educational differences between lower-working class parents were confined to the public school sector while in the case of upper-middle class parents they existed in the college and university areas.

Sons and Siblings

In this section the family positions of the sons under investigation in this study are discussed together with dropout incidence and college enrollment among siblings. The grade levels of the sons, the curricula they pursued and their academic achievements are presented.

Family position of sons

Table 10 indicates the age ranks of the sons among the siblings. Fifty-one per cent of the lower-working class sons were between other siblings compared to 31 per cent of the upper-middle class sons. Twenty-six per cent of the lower-working class sons were the oldest in their sibling group whereas 52 per cent of the upper-middle class sons were the oldest. Eight per cent of the lower-working class sons were the only child compared to 2 per cent of the upper-middle class sons. Equal percentages in each group were the youngest among their siblings (15 per cent in each case).

Table 10

AGE RANKS OF SONS AMONG SIBLINGS

Age Rank	Lower-working Class Number	Lower-working Class %	Upper-Middle Class Number	Upper-Middle Class %
Only Child	4	8	1	2
Oldest Child	12	26	27	52
Above Middle	13	28	8	15
Middle Child	7	15	4	8
Below Middle	4	8	4	8
Youngest Child	7	15	8	15
Totals	47	100	52	100

Dropout incidence among siblings

Since the sons involved in this study were all being retained in school, it was interesting to explore the dropout incidence among siblings in both social class groups (see Table 11). There were nine dropouts in the 47 lower-working class families (4.5 per cent) compared to one dropout in the 52 upper-middle class families (0.5 per cent). With one exception the dropouts in both social classes were older siblings now in their twenties and thirties (one lower-working class girl was eighteen years old and was a high school senior when she left). Twice as many males as females were dropouts among the lower-working class siblings. There were no male dropouts in the upper-middle class.

An interesting fact stands out between the male siblings and the fathers of the lower-working class. It will be recalled that 72 per cent of the lower-working class fathers dropped out of school (see Table 7) whereas only 3 per cent of their sons have so far "followed in their footsteps". Of course no conclusive statement can be made concerning the relative school achievements of the sons and the fathers of the lower-working class until all of the sons have progressed through their late "teens" but there seems to exist here a trend toward longer school retention among the younger generation males in this social class.

Table 11

DROPOUT INCIDENCE AMONG SIBLINGS

	Lower-Working Class		Upper-Middle Class	
Sex of Sibling	Number	%	Number	%
Male	6	3	0	0
Female	3	1.5	1	0.5
Totals	9	4.5	1	0.5

College enrollment among siblings

Table 12 gives data concerning college enrollment among siblings. In the lower-working class 4.5 per cent of the siblings had enrolled in college whereas 17 per cent of the upper-middle class siblings had done so. It is interesting to note that so far 3.5 per cent of the lower-working class male siblings have enrolled in college compared with 2 per cent of their fathers.

Grade level of sons

All of the sons involved in the study were eleventh and twelfth graders. Table 13 gives the number and per cent of eleventh and twelfth graders in each social class. Sixty per cent of the lower-working class sons were twelfth graders compared to 52 per cent in the upper-middle class. Forty per cent of the lower-working class sons were eleventh graders compared to 48 per cent in the upper-middle class.

Table 12

COLLEGE ENROLLMENT AMONG SIBLINGS

	Lower-Working Class		Upper-Middle Class	
Sex of Sibling	Number	%	Number	%
Male	7	3.5	19	10
Female	2	1.0	14	7
Totals	9	4.5	33	17

Table 13

GRADE LEVEL OF SONS

	Lower-Working Class		Upper-Middle Class	
Grade Level	Number	%	Number	%
12	28	60	27	52
11	19	40	25	48
Totals	47	100	52	100

Curriculum of sons

The curricula pursued by the sons in both social classes are given in Table 14. Eighty-nine per cent of the lower-working class sons were on the General Curriculum whereas 90 per cent of the upper-middle class sons were on the College Preparatory Curriculum.

Table 14

CURRICULUM OF SONS

	Lower-Working Class		Upper-Middle Class	
Curriculum	Number	%	Number	%
College Preparatory	5	11	47	90
General	42	89	5	10
Totals	47	100	52	100

Academic achievement of sons

The range of approximate grades earned by all of the sons during their high school years is summarized in Table 15. The median of the grades achieved by the sons in each social class is also recorded in this table. These data were gathered by inspection of the high school records of the sons. An average of the marks achieved by each son was used in the construction of Table 15.

Table 15

RANGE OF APPROXIMATE GRADES OF SONS

Grade	Lower-Working Class Number	Lower-Working Class %	Upper-Middle Class Number	Upper-Middle Class %
A	0	0	1	2
A,B	1	2	7	14
B	1	2	10	19
B,C	7	15	18	34
C	13	28	8	15
C,D	19	41	7	14
D	3	6	1	2
D,E	3	6	0	0
Totals	47	100	52	100
Median	C-/D+		B-/C+	

Only 4 per cent of the lower-working class sons had an academic average of B or better compared to 35 per cent of the upper-middle class sons. Forty-seven per cent of the lower-working class sons had an average of C or better compared with 84 per cent of the sons in the upper-middle class. It is also observed that 69 per cent of the lower-working class sons had academic averages in the C, D+

range while 68 per cent of the upper-middle class sons resided in the B, C range. There is no question that the upper-middle class sons were receiving better grades than the lower-working class sons. There was an academic achievement difference of one full grade between the sons in the two different social classes.

Summary

In this chapter the two subsamples were described with respect to occupation, income, family factors, education, sons and siblings. These data served to demonstrate that the two groups studied were very different.

Ninety-six per cent of the lower-working class fathers were either unskilled or semiskilled workers whereas 96 per cent of the upper-middle class fathers were professional men, proprietors of large businesses, semiprofessional men or smaller officials of large businesses.

Seventy-nine per cent of the lower-working class families had incomes of less than $10,000 per year whereas 78 per cent of the upper-middle class families had incomes greater than $12,000 per year. The median income in the lower-working class was $6,000-7,000 per year compared with $16,000-17,000 per year in the upper-middle class.

The total number of children in each social class was quite similar. There was an average of 4.2 children per family in the lower-working class compared with 3.7 in the upper-middle class. There was a tendency, however, for the lower-working class to have larger families than the upper-middle class.

Seventy-seven per cent of the lower-working class families were intact compared with 96 per cent of the upper-middle class families. About half of the families in each social class that were classified as "mixed" were widowed.

Only 32 per cent of the lower-working class parents were high school graduates compared to 98 per cent in the upper-middle class. About one-fourth (28 per cent) of the fathers in the lower-working class graduated from high school compared to 100 per cent in the upper-middle class. More than one-third (36 per cent) of the lower-working class mothers graduated from high school compared to 96 per cent in the upper-middle class. The educational accomplishments of the lower-working class mother tended to elevate the over-all educational status of these families while in the upper-middle class families the opposite effect was observed. Lower-working class mothers tended to have more education than lower-working class fathers whereas upper-middle class mothers tended to have less education than upper-middle class fathers.

Fifty-one per cent of the lower-working class sons were between other siblings whereas 52 per cent of the upper-middle class sons were the oldest in their sibling group.

The incidence of dropout among siblings in the lower-working class was 4.5 per cent compared to 0.5 per cent in the upper-middle class.

In the lower-working class 4.5 per cent of the siblings had enrolled in college whereas 17 per cent of the upper-middle class siblings had done so. In both social classes, slightly more than half of the sons involved in this study were twelfth graders (60 per cent of the lower-working class sons and 52 per cent of the upper-middle class sons) whereas slightly less than half were eleventh graders (40 per cent of the lower-working class sons and 48 per cent of the upper-middle class sons). A large majority of the lower-working class sons (89 per cent) were on the General Curriculum whereas a large majority of the upper-middle class sons (90 per cent) were on the College Preparatory Curriculum. It was observed that the median grade for the lower-working class sons was C-/D+ compared to B-/C+ for the upper-middle class sons. There was an academic achievement difference of one full grade between the sons in the two different social classes.

CHAPTER IV

FINDINGS

The results obtained in this investigation will be presented in this chapter. The validity of the instrument used in this study, together with the validity and the reliability of the responses of the parents to the interview schedule, will be discussed. The statistical analysis of the data derived from this instrument will be presented in the following order: first, an analysis of the broad areas delineated in the interview for parents; second, an item analysis of these broad areas; and third, the relationships among the various broad areas of investigation within each social class.

Validity and Reliability

In order that the results of this study may be accepted with confidence it is necessary to establish the validity of the appraisal instrument together with the validity and the reliability of the responses. Logical validity and empirical validity will be discussed and statistical correlations indicating that reliable responses by the parents to the interview schedule were obtained will be presented.

Validity

The interview schedule, administered to both experimental groups, was constructed by this researcher after the review of the literature with the broad areas of investigation chosen and items designed to measure school-related attitudes and behaviors of parents. School-related attitudes and behaviors of parents of achievers and non-achievers which were accepted as typical attitudes and behaviors of these parents served as the basis for the construction of these items. This interview schedule was critically analyzed by five impartial professional investigators and qualified experts in order to make sure that the items of the schedule would actually measure what they were designed to measure and that these questions when organized in groups under the various broad areas would measure school-related parental attitudes and behaviors with respect to these broad areas. Since both the literature and the judges indicated that the concepts utilized in the construction of this instrument were valid and that the instrument was designed in such a way as to measure that which it was intended to measure, logical validity of the instrument was demonstrated.[1]

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[1] Deobold B. Van Dalen, Understanding Educational Research, An Introduction (New York: McGraw-Hill Book Company, Inc., 1962), pp. 264-65.

Eleven questions which were asked of the parents were also asked of the sons (see Appendix B: "Interview Schedule, Male High School Students"). In Table 16, the percentages are presented by social class for those cases in which the parent and son gave identical responses to each item. It should be recalled that there were three possible choices to each item. Thus in item 1b(3a), 66 per cent of the upper-middle class parents and sons gave identical responses and 53 per cent of the lower-working class parents and sons gave identical responses.

In view of the fact that there were three possible choices to each item for the parents and the sons, the probability was quite small that identical parent-son response to a given item could have occurred by chance. Also, since a child's perception of a given situation could be expected to be somewhat different from that of his parents or at least somewhat limited, because of lack of maturity or experience on his part, incidence of identical parent-son response to a given item could be expected to be somewhat less than ideal. In the interviews with the sons differences in perceptions between parents and sons regarding given situations became evident. For example, when a student was asked the question, "Do your parents tell you what is expected of you and then see to it that you live up to their expectations?", item 9a(36a), the son very often asked "Do

Table 16

IDENTICAL PARENT-SON RESPONSE ON VALIDITY ITEMS

Item Number	Lower-Working Class Per Cent	Upper-Middle Class Per Cent
1b(3a)*	53	66
2b(8h)	62	50
2d(8b)	63	62
3a(14a)	64	73
4a(29a)	47	46
5a(30a)	58	69
6a(7a)	51	45
7a(17a)	47	47
8a(51b)	66	70
9a(36a)	45	35
10a(47a)	79	96

* This notation denotes the number of the item in the son's interview schedule and in the parent's interview schedule respectively.

you mean school marks when you say 'what is expected of me'?" Responses of the parents to this question were never made from such a limited vantage point. With these factors in mind, the per cent of identical parent-son response to the validity items in both social classes is quite acceptable and lends support to the assumption that the parents were telling the truth when interviewed.

Reliability

Three questions were repeated in the interviews with parents in order to determine the reliability of the responses of the parents (see Appendix A, Questions 78, 79 and 80). A high positive correlation between parental responses to repeated questions was accepted as a proof of the reliability of parental response. The statistical measure of relationship used was the Chi-square Test of Significance. All items were significant at the 1 per cent level, an indication of a high positive correlation between the responses of the parents to repeated questions. These results are presented in Table 17.

High positive correlations existed between the repeated responses of the parents in both social classes to the three repeated questions. From these results it was concluded that the responses of the parents in both social classes to the items in the interview for parents were reliable responses.

Table 17

RELIABILITY OF PARENTAL RESPONSE

Item	Lower-Working Class Parents				Upper-Middle Class Parents			
	Chi-square	Level of Significance	Total N	Degrees of Freedom	Chi-square	Level of Significance	Total N	Degrees of Freedom
78a(14a)*	77.317	1%	47	4	96.390	1%	52	4
79a(7a)	62.498	1%	47	4	51.889	1%	52	4
80a(36a)	29.512	1%	47	4	47.764	1%	52	4

* In this notation the number in parenthesis is the original number of this item in the interview with parents.

Summary

In order for the results of this study to be accepted with confidence, it was necessary to demonstrate the validity of the appraisal instrument and to establish the validity and the reliability of the parental response to the interview schedule. In this section logical validity of the instrument was demonstrated and validity and reliability of parental response to the interview schedule were established.

Broad Area Analysis

The major purpose of the Broad Area Analysis was to test the hypothesis of this study with reference to each Broad Area, i.e., to determine if the school-related attitudes and behaviors of parents in the lower-working class were similar to those of parents in the upper-middle class with respect to each Broad Area. Two additional objectives, however, were also achieved in this analysis: (1) a comparison was made of parental responses in the two communities with respect to each Broad Area, and (2) a comparison was made of the responses of parents of sons at the two different grade levels with respect to each Broad Area. The procedures followed in this analysis and the results derived from it are discussed in this section.

Parental responses in the two social classes compared with respect to each Broad Area

The parental responses of the two social classes were compared with respect to each Broad Area. The t Test of Significance was employed to determine if the responses of the two groups were similar or dissimilar. The statistics below compare groups by pairs using the same variable; degrees of freedom equal 97 in each case. Differences between independent means (the means of the subscores of the two groups with respect to each Broad Area) are analyzed in order to test the hypothesis of this study. A subscore, by definition, is the total of the scores obtained by a given parent on all items in a given Broad Area.

Broad Area I

Provision of Educational Experiences

Group	N	Mean	Sigma	t-ratio
L-W	47	24.49	4.07	-5.66
U-M	52	29.21	4.22	

Significant at .01 Level

Broad Area II

Assistance with Homework

Group	N	Mean	Sigma	t-ratio
L-W	47	4.87	1.38	-2.45
U-M	52	5.62	1.61	

Significant at .05 Level

Broad Area III

Reading Experiences

Group	N	Mean	Sigma	t-ratio
L-W	47	20.81	4.55	-2.12
U-M	52	22.67	4.20	

Significant at .05 Level

Broad Area IV

Interest in Son's School Activities

Group	N	Mean	Sigma	t-ratio
L-W	47	21.28	3.84	-5.14
U-M	52	24.90	3.18	

Significant at .01 Level

Broad Area V

Family Contacts with School

Group	N	Mean	Sigma	t-ratio
L-W	47	4.66	1.27	-8.07
U-M	52	7.12	1.70	

Significant at .01 Level

Broad Area VIA

Motivation of Son's Behavior

Group	N	Mean	Sigma	t-ratio
L-W	47	32.49	4.88	-5.59
U-M	52	37.50	4.03	

Significant at .01 Level

Broad Area VIB

Control of Son's Behavior

Group	N	Mean	Sigma	t-ratio
L-W	47	52.26	4.19	-0.66
U-M	52	52.77	3.58	

Not Significant

Broad Area VII

Expectations of Son's Educational Achievement

Group	N	Mean	Sigma	t-ratio
L-W	47	10.64	1.89	-7.01
U-M	52	12.79	1.09	

Significant at .01 Level

Broad Area VIII

Conversations with Son

Group	N	Mean	Sigma	t-ratio
L-W	47	109.87	10.38	-4.75
U-M	52	119.44	9.69	

Significant at .01 Level

Broad Area IXA

Perceptions by the Parents Concerning Themselves

Group	N	Mean	Sigma	t-ratio
L-W	47	136.36	12.25	-6.43
U-M	52	152.06	12.02	

Significant at .01 Level

Broad Area IXB

Perceptions by the Parents Concerning Their Son

Group	N	Mean	Sigma	t-ratio
L-W	47	93.81	7.94	-4.32
U-M	52	100.27	6.94	

Significant at .01 Level

On the basis of the t-ratios the hypothesis was rejected for all broad areas except Broad Area VIB (Control of Son's Behavior) in which case the hypothesis was accepted. The responses of the groups were dissimilar in Broad Areas I, IV, V, VIA, VII, VIII, IXA and IXB at a 1 per cent level of significance and in Broad Areas II and III at a 5 per cent level of significance. It can be stated with confidence that the parents in both social classes tended to hold dissimilar attitudes and to exercise different behaviors with respect to their sons concerning all broad areas investigated in this study except Broad Area VIB. Upper-middle class parents displayed more positive school-reinforcement behaviors than did the lower-working class parents.

The responses of the two groups were similar in Broad Area VIB. It can be stated with confidence that the parents in both social classes tended to exercise the same or similar control techniques with regard to their sons' behavior.

Parental responses in the two communities compared with respect to each Broad Area

The responses of the parents in the two communities studied, namely, Community X and Community Y, were compared with respect to each Broad Area. The t Test of Significance was used in order to determine if the parents in these two different communities responded similarly or differently to the Broad Areas of the investigation. The statistics below compare groups by pairs for the same variable; degrees of freedom equal 97 in each case. Differences between independent means (the means of the subscores of the parents in the two communities, regardless of social class, with respect to each Broad Area) are analyzed.

Broad Area I

Provision of Educational Experiences

Group	N	Mean	Sigma	t-ratio
X	53	27.51	4.57	1.21
Y	46	26.35	4.94	

Not Significant

Broad Area II

Assistance with Homework

Group	N	Mean	Sigma	t-ratio
X	53	5.77	1.53	3.77
Y	46	4.67	1.35	

Significant at .01 Level

Broad Area III

Reading Experiences

Group	N	Mean	Sigma	t-ratio
X	53	22.74	4.55	2.33
Y	46	20.70	4.11	

Significant at .05 Level

Broad Area IV

Interest in Son's School Activities

Group	N	Mean	Sigma	t-ratio
X	53	23.47	3.85	0.78
Y	46	22.85	4.05	

Not Significant

Broad Area V

Family Contacts with School

Group	N	Mean	Sigma	t-ratio
X	53	6.25	2.09	1.64
Y	46	5.61	1.72	

Not Significant

Broad Area VIA

Motivation of Son's Behavior

Group	N	Mean	Sigma	t-ratio
X	53	36.32	4.85	2.59
Y	46	33.74	5.07	

Significant at .05 Level

Broad Area VIB

Control of Son's Behavior

Group	N	Mean	Sigma	t-ratio
X	53	52.87	4.04	0.94
Y	46	52.13	3.67	

Not Significant

Broad Area VII

Expectations of Son's Educational Achievement

Group	N	Mean	Sigma	t-ratio
X	53	11.60	2.03	-0.94
Y	46	11.96	1.65	

Not Significant

Broad Area VIII

Conversations with Son

Group	N	Mean	Sigma	t-ratio
X	53	116.81	11.12	1.87
Y	46	112.70	10.70	

Not Significant

Broad Area IXA

Perceptions by the Parents Concerning Themselves

Group	N	Mean	Sigma	t-ratio
X	53	147.34	14.37	2.06
Y	46	141.46	13.96	

Significant at .05 Level

Broad Area IXB

Perceptions by the Parents Concerning Their Son

Group	N	Mean	Sigma	t-ratio
X	53	98.66	7.79	1.96
Y	46	95.52	8.14	

Not Significant

In seven of the eleven Broad Areas, the responses of the parents in the two communities were similar. In other words, there existed a 64 per cent agreement in the response patterns of the parents in the two different communities, irrespective of social class, with reference to all of the Broad Areas of investigation.

Similarity occurred in these seven Broad Areas:

Broad Area I:	Provision of Educational Experiences by the Family
Broad Area IV:	Parental Interest in Son's School Activities
Broad Area V:	Family Contacts with School Personnel and Family Participation in School Activities for Parents
Broad Area VIB:	Methods of Motivation and Control of Son's Behavior, Control Techniques
Broad Area VII:	Parental Expectations Relative to Son's Educational Achievement
Broad Area VIII:	Reported Conversations with Son by the Parent
Broad Area IXB:	Additional Perceptions by the Parents Concerning, Their Son

The Broad Areas in which the responses of the parents in the two communities studied differed significantly were:

Broad Area II:	Parental Assistance with Required Homework
Broad Area III:	Reading Experiences Outside the School
Broad Area VIA:	Methods of Motivation and Control of Son's Behavior, Motivation Techniques
Broad Area IXA:	Additional Perceptions by the Parents Concerning Themselves

Differences in the responses of the parents in the two communities with respect to Broad Area II were significant at the 1 per cent level; in Broad Areas III, VIA and IXA, these differences were significant at the 5 per cent level.

An analysis of the means of the subscores of the parents in the two communities in all of the Broad Areas of investigation indicated that parents in Community X consistently displayed more positive school-reinforcement behaviors toward the education of their sons than did the parents in Community Y. Broad Area VII presented the only exception in this regard; in both communities parental reinforcement behaviors were very similar with respect to "Parental Expectations Relative to Son's Educational Achievement" but those in Community Y were slightly more positive.

It was concluded, therefore, that the dissimilar behaviors of the parents in the two communities with respect to the four Broad Areas cited above were the result of significantly more positive school-reinforcement behaviors on the part of the parents in Community X with regard to these Broad Areas.

A comparison of the responses of parents of sons at the two different grade levels with respect to each Broad Area

The responses of the parents of the eleventh graders were compared with those of the parents of the twelfth graders, irrespective of community or social class, with respect to each Broad Area. The t Test of Significance was used in order to determine if the responses of the two groups of parents were significantly different in the various Broad Areas of the investigation. The statistics below compare groups by pairs using the same variable; degrees of freedom equal 97 in each case. Differences between independent means (the means of the subscores of parents of sons at the two different grade levels, irrespective of community or social class) are analyzed.

Broad Area I

Provision of Educational Experiences

Group	N	Mean	Sigma	t-ratio
Parents of 12th graders	55	26.40	4.81	-1.34
Parents of 11th graders	44	27.68	4.64	

Not Significant

Broad Area II

Assistance with Homework

Group	N	Mean	Sigma	t-ratio
Parents of 12th graders	55	5.02	1.41	-1.78
Parents of 11th graders	44	5.57	1.66	

Not Significant

Broad Area III

Reading Experiences

Group	N	Mean	Sigma	t-ratio
Parents of 12th graders	55	22.51	4.10	1.83
Parents of 11th graders	44	20.89	4.74	

Not Significant

Broad Area IV

Interest in Son's School Activities

Group	N	Mean	Sigma	t-ratio
Parents of 12th graders	55	22.93	3.78	-0.72
Parents of 11th graders	44	23.50	4.15	

Not Significant

Broad Area V

Family Contacts with School

Group	N	Mean	Sigma	t-ratio
Parents of 12th graders	55	5.67	1.94	-1.60
Parents of 11th graders	44	6.30	1.91	

Not Significant

Broad Area VIA

Motivation of Son's Behavior

Group	N	Mean	Sigma	t-ratio
Parents of 12th graders	55	34.69	4.74	-0.94
Parents of 11th graders	44	35.66	5.52	

Not Significant

Broad Area VIB

Control of Son's Behavior

Group	N	Mean	Sigma	t-ratio
Parents of 12th graders	55	51.96	3.78	-1.63
Parents of 11th graders	44	53.23	3.92	

Not Significant

Broad Area VII

Expectations of Son's Educational Achievement

Group	N	Mean	Sigma	t-ratio
Parents of 12th graders	55	11.91	1.73	0.84
Parents of 11th graders	44	11.59	2.02	

Not Significant

Broad Area VIII

Conversations with Son

Group	N	Mean	Sigma	t-ratio
Parents of 12th graders	55	113.25	9.83	-1.67
Parents of 11th graders	44	116.95	12.24	

Not Significant

Broad Area IXA

Perceptions by the Parents Concerning Themselves

Group	N	Mean	Sigma	t-ratio
Parents of 12th graders	55	142.47	12.99	-1.66
Parents of 11th graders	44	147.27	15.76	

Not Significant

Broad Area IXB

Perceptions by the Parents Concerning Their Son

Group	N	Mean	Sigma	t-ratio
Parents of 12th graders	55	97.44	7.38	0.32
Parents of 11th graders	44	96.91	8.94	

Not Significant

From these data it was concluded that no significant differences occurred between the responses of parents of eleventh and twelfth grade sons with respect to each Broad Area.

Summary

Three steps were involved in the Broad Area Analysis: first, parental responses in the two social classes were compared with respect to each Broad Area; second, parental responses in the two communities were compared with respect to each Broad Area; and third, a comparison was made of the responses of parents of sons at the two different grade levels with respect to each Broad Area.

The major purpose of the Broad Area Analysis was achieved in step one,namely, to test the hypothesis of the study with reference to each Broad Area. Information obtained in step two gave additional insights into the two communities involved in this investigation, designated Community "X" and Community "Y". Step three explored similarities and differences between school-related attitudes and behaviors of parents of eleventh and twelfth grade sons.

In step one of the analysis, the hypothesis was rejected for all Broad Areas except Broad Area VIB in which case the hypothesis was accepted. That is to say, the parents in both social classes tended to hold dissimilar attitudes and to exercise different behaviors with respect to their sons concerning all Broad Areas investigated in this study except Broad Area VIB. Upper-middle class parents displayed more positive school-reinforcement behaviors than did lower-working class parents.

In Broad Area VIB, "Methods of Motivation and Control of Son's Behavior, Control Techniques", the responses of the two groups were similar; the parents in both social classes tended to exercise the same or similar control techniques with regard to their sons' behavior.

In step two of the analysis it was learned that the responses of the parents in the two communities, irrespective of social class, were similar in seven of the eleven Broad Areas studied in this investigation. These were Broad Areas I, IV, V,VIB, VII, VIII and IXB. The dissimilar behaviors of the parents in the two communities in the four remaining Broad Areas of the investigation, namely, Broad Areas II, III, VIA and IXA, were the result of significantly more positive school-reinforcement behaviors on the part of the parents in Community X relative to those of the parents in Community Y.

In step three it was found that no significant differences occurred between the responses of parents of eleventh and twelfth grade sons with respect to each Broad Area.

Item Analysis of Broad Areas

An item analysis was performed on all items of the interview schedule and the results of this analysis are presented in this section. In the previous section entitled "Broad Area Analysis", the hypothesis was tested for all Broad Areas of the investigation. It seemed logical, therefore, to present the analysis of the items of the interview schedule under two subheadings, namely, "Broad Areas in Which School-Reinforcement Behaviors Held by the Two Groups of Parents Were Similar" and "The Differing School-Related Attitudes and Behaviors of the Two Groups of Parents". Under the first subheading, an analysis of those items comprising Broad Area VIB will be presented. Under the second subheading, an analysis of all items of the interview schedule except those in Broad Area VIB will be discussed.

Broad Areas in Which School-Reinforcement Behaviors Held by the Two Groups of Parents Were Similar

The hypothesis was accepted for one Broad Area of the investigation, namely, Broad Area VIB entitled "Methods of Motivation and Control of Son's Behavior, Control Techniques". That is to say, in this Broad Area of investigation, the attitudes and behaviors of parents in the lower-working class were similar to those of parents in the upper-middle class regarding the education of their sons.

The Chi-square Test of Significance was applied to all items in the Broad Area so that the attitudes and behaviors of the parents in both social classes could be thoroughly analyzed. The results of this analysis are reported in this section (Tables 18 through 40).

Study time

Item 8b: "Do you insist that your son set aside a definite period
in the evening to be used as study time?"

Upper-middle class parents more often insisted that their son set aside a definite period in the evening to be used as study time (19 per cent did this "three or more times per week") than did lower-working class parents (6 per cent did this "three or more times per week"). Two per cent of the upper-middle class parents did this "once or twice a week" compared to 13 per cent of the lower-working class parents. It should be noted, however, that about 80 per cent of both groups of parents responded negatively to the question, i.e., they did not insist on this. The differences observed between the two parental groups,therefore, were between those in each social class (about one-fifth of each group) who displayed positive school-reinforcement behaviors related to this item. Even though significant differences were found between the two groups relative to Item 8b, it was concluded that the vast majority of parents in both social classes (79 per cent of the upper-middle class parents and 80 per cent of the lower-working class parents) exhibited negative school-reinforcement behaviors with respect to Item 8b.

Table 18

PARENTAL INSISTENCE ON SON STUDYING IN THE EVENING

ITEM 8b	Three Or More Times Per Week		Once Or Twice A Week		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	3	6	6	13	38	81	47	100
U-M	10	19	1	2	41	79	52	100

Chi-square = 7.220

Total N = 99

Significant at .05 Level

Degrees of freedom = 2

Praise, Reward, Blame

Item 31a: "If he does a good job at home or in school do you praise him?"

Both sets of parents said that they made a definite effort to praise their sons when they did a good job at home or in school. Quantitatively, 86 per cent of the upper-middle class parents and 79 per cent of the lower-working class parents responded in this way. There were no significant differences between the two groups of parents with respect to Item 31a.

Table 19

PARENTAL REWARD FOR A GOOD JOB DONE BY SON

ITEM 31a	I Make A Definite Point To Do So		Sometimes When I Think Of It		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	37	79	8	17	2	4	47	100
U-M	45	86	7	14	0	0	52	100

Chi-square = 2.601

Not Significant

Total N = 99

Degrees of freedom = 2

Item 32: "If he does a poor job at home or in school, which of the following are you most likely to do?"

Upper-middle class parents and lower-working class parents almost unanimously (94 per cent in each group) said that they encouraged their sons "to do better next time" when they did a poor job at home or in school. No significant differences occurred between the response of the two sets of parents to Item 32.

Table 20

PARENTAL RESPONSE TO A POOR JOB DONE BY SON

ITEM 32	Encourage Him To Do Better Next Time		Ignore It		Show Your Disappointment But Do Nothing About It		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	44	94	1	2	2	4	47	100
U-M	49	94	0	0	3	6	52	100

Chi-square = 1.219

Not Significant

Total N = 99

Degrees of freedom = 2

Item 33: "When he does a poor job, which of the following actions on your part do you think works best with your son?"

The majority of parents in both groups, 83 per cent of the upper-middle class parents and 74 per cent of the lower-working class parents, said that when their sons did a poor job they tried to find out where they were going wrong with the intention of trying to help. It is interesting to note that 11 per cent of the lower-working class parents (compared to 2 per cent of the upper-middle class parents) maintained that "the least said the better or let him figure it out for himself" worked best with their sons. There were no significant differences between the responses of the parents in the two groups with respect to Item 33.

Table 21

PARENTAL CHOICE OF RESPONSE TO A POOR JOB DONE BY SON

ITEM 33	Try To Find Out Where He Is Going Wrong With The Intention Of Trying To Help		The Least Said The Better Or Let Him Figure It Out For Himself		Make Sure He Knows I Don't Want It To Happen Again And Leave It At That		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	35	74	5	11	7	15	47	100
U-M	43	83	1	2	8	15	52	100

Chi-square = 3.310 Total N = 99

Not Significant Degrees of freedom = 2

Family interaction

Item 34: "When you discuss things with your son, how much freedom do you allow him to express his thoughts and ideas?"

The majority of parents in both groups (79 per cent of the upper-middle class parents and 58 per cent of the lower-working class parents) responded "he takes his turn in the discussion; we allow him to have his say within reason". It is interesting to notice, however, that the lower-working class parents were more permissive about oral expression than upper-middle class parents; 38 per cent of the lower-working class parents compared to 17 per cent of the upper-middle class parents answered that "he feels perfectly free to express himself". Only 4 per cent of the parents in each group said "he should be seen and not heard". No significant differences were present between the responses of the two groups of parents with respect to Item 34.

Table 22

FREEDOM OF EXPRESSION ALLOWED SON BY PARENT

ITEM 34	"He Feels Perfectly Free To Express Himself"		"We Allow Him To Have His Say Within Reason"		"He Should Be Seen And Not Heard"		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	18	38	27	58	2	4	47	100
U-M	9	17	41	79	2	4	52	100

Chi-square = 5.644

Total N = 99

Not Significant

Degrees of freedom = 2

Item 35: "If he expresses ideas contrary to your views or to those of your family which of the following are you likely to do?"

Similar parental responses to this question were observed in both social classes. Fifty-six per cent of the upper-middle class parents and 43 per cent of the lower-working class parents said that they "discuss the pros and cons of the matter as objectively as possible and allow him perfect freedom to believe what he wants to". The lower-working class parent, however, tended to be slightly less objective with regard to contrary ideas held by his son than did the upper-middle class parent; 57 per cent of the lower-working class parents compared to 40 per cent of the upper-middle class parents said that they "try to convince him of the wrongness of his position". But, responses between the two social classes were not significantly different with respect to Item 35 (Table 23).

Item 36a: "Do you tell your son what is expected of him and see to it that he lives up to your expectations?"

Responses of the parents in the two social classes were significantly different for this item. Significance was at the 5 per cent level. Upper-middle class parents were more positive in this regard than lower-working class parents. Ninety-six per cent of the upper-middle class parents compared to 79 per cent of the lower-working

Table 23

PARENTAL RESPONSE TO CONTRARY IDEAS EXPRESSED BY SON

ITEM 35	Discuss The Pros And Cons Of The Matter As Objectively As Possible And Allow Him Perfect Freedom To Believe What He Wants To		Try To Convince Him Of The Wrongness Of His Position		Try To Indicate That He Must Be Careful About What He Says But Nothing More Than That		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	20	43	27	57	0	0	47	100
U-M	29	56	21	40	2	4	52	100

Chi-square = 4.161

Total N = 99

Not Significant

Degrees of freedom = 2

class parents said that they "often" or "sometimes" did this. More emphatically, 21 per cent of the lower-working class parents answered "no" to this question compared to 4 per cent of the upper-middle class parents.

Table 24

PARENTAL EXPECTATIONS EXPRESSED AND ENFORCED

ITEM	Often		Sometimes		No		Total	
36a	No.	%	No.	%	No.	%	No.	%
L-W	26	55	11	24	10	21	47	100
U-M	36	69	14	27	2	4	52	100

Chi-square = 7.072

Total N = 99

Significant at .05 Level

Degrees of freedom = 2

Item 37a: "Do you require him to keep you informed of his whereabouts and of his out-of-school activities?"

There were no significant differences in the responses of the two groups of parents to this question. Ninety-four per cent of the upper-middle class parents and 87 per cent of the lower-working class parents said they "always" did this.

Table 25

PARENTAL SUPERVISION

ITEM 37a	Always		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	41	87	4	9	2	4	47	100
U-M	49	94	3	6	0	0	52	100

Chi-square = 2.608 Total N = 99

Not Significant Degrees of freedom = 2

Item 38a: "Do you (or your spouse) ever say something to the effect of 'Why can't you be more like your brother (or sister, or some other boy or girl)'?"

The majority of parents in both groups answered "no" (71 per cent of the upper-middle class parents and 83 per cent of the lower-working class parents), but 23 per cent of the upper-middle class parents compared with 13 per cent of the lower-working class parents said they did this "once in awhile". There were no significant differences in the responses of the two groups of parents to this item.

Table 26

PARENTAL COMPARISON OF SON WITH OTHERS

ITEM 38a	No		Once In Awhile		Often		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	39	83	6	13	2	4	47	100
U-M	37	71	12	23	3	6	52	100

Chi-square = 2.005 Total N = 99

Not Significant Degrees of freedom = 2

Methods of control

Item 40a: "Do you sometimes try to control your son's behavior by telling him of the good or bad things that will happen if he does something?"

The parental groups responded similarly to this item; the majority of both groups responding that they did so "sometimes" or "often" (84 per cent of the upper-middle class parents and 77 per cent of the lower-working class parents) (Table 27).

Item 41a: "Do you mention the Scriptures or religious teachings as reasons why he should do as you wish?"

According to the frequency of response contingency table, both sets of parents tended toward the negative response; 40 per cent of the upper-middle class parents and 51 per cent of the lower-working class parents answered "no", 37 per cent of the upper-middle class parents and 30 per cent of the lower-working class parents said "sometimes" with 23 per cent of the upper-middle class parents and 19 per cent of the lower-working class parents answering "often". But the fact remains that 60 per cent of the upper-middle class parents and 49 per cent of the lower-working class parents "sometimes" or "often" did this. No significant differences occurred between the responses of the two groups of parents with respect to this item. (Table 28).

Item 42a: "Do you give your son a good bawling out for doing the wrong thing?"

Responses of the two groups of parents were very similar for this item. No significant differences occurred between the responses of the two groups. Both sets of parents tended toward the affirmative; almost all of them responded with "often" or "sometimes" (90 per cent of the upper-middle class parents and 85 per cent of the lower-working class parents). In almost equal proportion parents in both social classes said "often" (48 per cent of the upper-middle class parents and 45 per cent of the lower-working class parents) and in almost equal proportion (42 per cent of the upper-middle class parents and 40 per cent of the lower-working class parents) they

Table 27

CONTROL BY USE OF PROMISE OR FEAR

ITEM 40a	Often		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	23	49	13	28	11	23	47	100
U-M	22	42	22	42	8	16	52	100

Chi-square = 2.564

Total N = 99

Not Significant

Degrees of freedom = 2

Table 28

CONTROL BY USE OF THE SCRIPTURES OR RELIGIOUS TEACHINGS

ITEM 41a	Often		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	9	19	14	30	24	51	47	100
U-M	12	23	19	37	21	40	52	100

Chi-square = 1.137

Total N = 99

Not Significant

Degrees of freedom = 2

responded "sometimes". Only 10 per cent of the upper-middle class parents and 15 per cent of the lower-working class parents said "no".

Table 29

CONTROL BY SCOLDING

ITEM 42a	Often		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	21	45	19	40	7	15	47	100
U-M	25	48	22	42	5	10	52	100

Chi-square = 0.650 Total N = 99

Not Significant Degrees of freedom = 2

Item 43a: "Do you use praise when your son does something just the way you wish?"

Both sets of parents said they used praise when their son did something just the way they wished. Upper-middle class parents tended to do this more often than lower-working class parents but not significantly so (Table 30).

Item 44a: "When you and your son are with relatives or friends, do you praise him in their presence?"

The majority of parents in both social classes said that they did this "sometimes" or "often" (77 per cent of the upper-middle class parents and 62 per cent of the lower-working class parents). Even though significant differences did not occur between the responses of the two groups of parents, upper-middle class parents tended to do this more often than lower-working class parents (Table 31).

Item 45a: "When you and your son are with relatives or friends do you tell them bad things about him or about bad things he has done?"

A large majority of parents in both groups answered "no". But, lower-working class parents were more inclined to respond in the negative to this question than were the upper-middle class parents. No significant differences were found between the responses of the two groups of parents to this item (Table 32).

Item 46a: "Do you threaten him with some kind of punishment if he doesn't behave?"

With about equal frequency (63 per cent of the upper-middle class parents and 53 per cent of the lower-working class parents) both sets of parents answered "sometimes" or "always" to this item. No significant differences occurred between the behaviors of the two sets of parents with regard to the question (Table 33).

Table 30

PRAISE AS REINFORCEMENT

ITEM 43a	Often		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	31	66	15	32	1	2	47	100
U-M	44	84	8	16	0	0	52	100

Chi-square = 5.144 Total N = 99

Not Significant Degrees of freedom = 2

Table 31

PRAISE IN THE PRESENCE OF OTHERS

ITEM 44a	Often		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	10	21	19	41	18	38	47	100
U-M	16	31	24	46	12	23	52	100

Chi-square = 2.921 Total N = 99

Not Significant Degrees of freedom = 2

Table 32

NEGATIVE STATEMENTS IN THE PRESENCE OF OTHERS

ITEM 45a	No		Sometimes		Often		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	40	85	6	13	1	2	47	100
U-M	38	73	12	23	2	4	52	100

Chi-square = 2.138

Total N = 99

Not Significant

Degrees of freedom = 2

Table 33

CONTROL BY THREAT

ITEM 46a	No		Sometimes		Always		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	22	47	19	40	6	13	47	100
U-M	19	37	25	48	8	15	52	100

Chi-square = 1.074

Total N = 99

Not Significant

Degrees of freedom = 2

Item 47a: "When he has misbehaved do you resort to physical punishment, *i.e.*, do you hit him or slap him?"

Both parental groups denied with high frequency that they resorted to physical punishment when their sons misbehaved. Upper-middle class parents were slightly more emphatic about this than lower-working class parents but no significant differences were observed between the two parent groups with respect to this item.

Table 34

PHYSICAL PUNISHMENT

ITEM 47a	No		Sometimes		Often		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	40	85	6	13	1	2	47	100
U-M	48	92	4	8	0	0	52	100

Chi-square = 1.880 Total N = 99

Not Significant Degrees of freedom = 2

Item 47b: "When was the last time that you hit him or slapped him?"

This supplementary question was asked of the parents responding in the affirmative to Item 47. Fifty per cent of the upper-middle class parents and 46 per cent of the lower-working class parents who answered Item 47a in the affirmative said that "the last time" was within the last year: Of the eight upper-middle class parents, four parents (50 per cent) said "the last time" was within the last year. One said "a week ago", another "one month ago" and two parents said "one year ago". The four remaining parents said they couldn't remember exactly. Of the fifteen lower-working class parents, seven (46 per cent) said "the last time" was within the last year. One said "a week ago", two others said "one month ago", another said "three months ago", two parents said "six months ago" and one parent said "one year ago". The eight remaining parents said they couldn't remember.

Item 48a: "Do you offer some kind of reward on the condition that he will do what you wish?"

Significant differences occurred between the two social classes with regard to this item. More upper-middle class parents than lower-working class parents offered rewards to their sons on the condition that they would do as they wished. But, the majority of the parents in each social class did not do this (75 per cent of the upper-middle class parents and 92 per cent of the lower-working class parents) (Table 35).

Item 48b: "What kind of reward?"

This supplementary question was asked of the parents who answered in the affirmative to Item 48. Fifty-two per cent of these upper-middle class parents and 50 per cent of these lower-working class parents were able to specify the rewards they gave; the remaining parents for some reason were not able to do this. Rewards mentioned by those who did respond in a concrete fashion to this supplementary item fell in one of three categories: (1) praise, (2) money and (3) gifts and/or privileges. Of the thirteen upper-middle class parents who answered Item 48a in the affirmative, five (20 per cent) offered "praise" and eight (32 per cent) offered gifts and/or privileges. Of the four lower-working class parents who answered Item 48a in the affirmative, one (12.5 per cent) offered "praise", one (12.5 per cent) offered "money" and two (25 per cent) offered "gifts and/or privileges".

Item 51a: "Do you reward your son if he gets good marks?" (praise
or material rewards)

There were no significant differences between the two parental groups regarding this item. About half of the parents in each group said that they "often" did this (56 per cent of the upper-middle class parents and 49 per cent of the lower-working class parents).

Table 35

CONTROL BY PROMISED REWARD

ITEM 48a	No		Sometimes		Often		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	43	92	4	8	0	0	47	100
U-M	39	75	7	13	6	12	52	100

Chi-square = 6.778 Total N = 99

Significant at .05 Level Degrees of freedom = 2

Table 36

REWARDS FOR GOOD MARKS

ITEM 51a	Often		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	23	49	19	40	5	11	47	100
U-M	29	56	16	31	7	13	52	100

Chi-square = 1.033 Total N = 99

Not Significant Degrees of freedom = 2

The response was either "often" or "sometimes" for almost 90 per cent of each group (87 per cent in the upper-middle class and 89 per cent in the lower-working class). About equal numbers of parents in each group answered "no" (13 per cent of the upper-middle class parents and 11 per cent of the lower-working class parents) (Table 36, Page 112).

Item 51b: "What kinds of rewards do you give him if he gets good marks?"

The majority of parents in each group said they gave their sons praise as a reward for getting good marks (60 per cent of the upper-middle class parents and 72 per cent of the lower-working class parents). The upper-middle class parent had a greater tendency to administer "praise and/or material rewards" than the lower-working class parent but there were no significant differences between the two social classes with respect to this item (Table 37, Page 115).

Item 52a: "Do you threaten to punish him if he gets poor marks?"

Most of the parents in both social classes said that they did not threaten to punish their sons if they got poor marks (83 per cent of the upper-middle class and 75 per cent of the lower-working class). There were no significant differences between the responses of the two sets of parents with respect to this item but an examination of the contingency table (Table 38, Page 115) indicates a slight tendency for the lower-working class parent to be more prone to threaten punishment for poor marks than the upper-middle class parent.

Item 53a: "Do you punish him if he gets poor marks?"

The results in Item 53a should be examined with reference to Item 52a since these items are related. The behaviors of the parents of both groups were consistent in both items; almost the same number of parents in each group who said that they did not threaten to punish their sons for poor marks tended to respond that they did not punish their sons when they got poor marks. Eighty-three per cent of the upper-middle class parents said in response to Item 52a that they didn't threaten punishment for poor marks and 84 per cent of this group said they did not punish their sons for getting poor marks. Seventy-five per cent of the lower-working class parents said that they didn't threaten punishment for poor marks and 79 per cent of this group said they did not punish their sons for getting poor marks. It is interesting to note that there is a tendency in both social classes for the parents to "back off" from threatened punishment when poor grades are actually received by their

Table 37

KINDS OF REWARDS FOR GOOD MARKS

ITEM 51b	Praise And/Or Material Rewards		Praise		None		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	8	17	34	72	5	11	47	100
U-M	14	27	31	60	7	13	52	100

Chi-square = 1.860 Total N = 99

Not Significant Degrees of freedom = 2

Table 38

THREAT OF PUNISHMENT FOR POOR MARKS

ITEM 52a	Often		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	3	6	9	19	35	75	47	100
U-M	2	4	7	13	43	83	52	100

Chi-square = 1.021 Total N = 99

Not Significant Degrees of freedom = 2

sons. No significant differences occurred between the two social classes with respect to this item.

Table 39

PUNISHMENT FOR POOR MARKS

ITEM 53a	Often		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	3	6	7	15	37	79	47	100
U-M	0	0	8	16	44	84	52	100

Chi-square = 3.428

Total N = 99

Not Significant

Degrees of freedom = 2

Item 53b: "How do you punish him if he gets poor marks?"

No significant differences between the responses of the two groups of parents were observed in Item 53b. It is interesting to note, however, that the majority of parents in both groups who did punish their sons for receiving poor marks (eight upper-middle class parents or 16 per cent of the entire group and ten lower-working class parents or 21 per cent of the entire group) chose to "take away some of his privileges" as a method of punishment (62 per cent of the upper-middle class parents and 81 per cent of the lower-working class parents). Upper-middle class parents used the "give him a good talking to" method more than did the lower-working class parents (38 per cent of the upper-middle class parents compared to 19 per cent of the lower-working class parents). A supplementary choice "Other?" was incorporated in Item 53b to determine if the parents who punished their sons for poor marks resorted to other modes of punishment than those stated in the two alternatives. The results were that they did not. The eight upper-middle class parents and the ten lower-working class parents who punished their sons when they received poor marks utilized either the "I give him a talking to" technique or the "I take away some of his privileges" method.

Table 40

METHODS OF PUNISHMENT FOR POOR MARKS

ITEM 53b	I Take Away Some Of His Privileges		I Give Him A "Talking To"		I Don't Punish Him		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	8	17	2	4	37	79	47	100
U-M	5	10	3	6	44	84	52	100

Chi-square = 1.248

Not Significant

Total N = 99

Degrees of freedom = 2

Summary

In Broad Area VIB, "Methods of Motivation and Control of Son's Behavior, Control Techniques", school-reinforcement behaviors held by the two groups of parents were similar. An analysis of the items comprising Broad Area VIB identified specific behaviors held in common by the parents in the two social classes.

There were no significant differences between the school-related attitudes and behaviors of the parents in the two social classes in twenty of the twenty-three items comprising Broad Area VIB.

Upper-middle class parents and lower-working class parents tended to praise the son when he did a good job at home or in school or when he did something just the way they wished. If he did a poor job at home or in school they tried to find out where he was going wrong with the intention of trying to help and they encouraged him to do better next time.

The parents in both social classes were inclined to praise the son in the presence of relatives or friends but they were not at all inclined to tell them bad things about him or about bad things he had done.

When the upper-middle class parents and the lower-working class parents discussed things with the son, he took his turn in the discussion and they allowed him to have his say within reason. If he expressed ideas contrary to those of his parents both upper-middle and lower-working class parents discussed the pros and cons of the matter as objectively as possible with the son and allowed him perfect freedom to believe what he wanted to. They also, however, tried to convince him of the wrongness of his position.

The parents in both social classes "always" required the son to keep them informed of his where-abouts and of his out-of-school activities. Parents in both groups did not say things to the effect of "Why can't you be more like your brother or sister or some other boy or girl" but they did try to control the son's behavior by telling him of the good or bad things that would happen if he did certain things. They were inclined to mention the Scriptures or religious teachings as reasons why he should do as they wished. They were inclined to threaten him with some kind of punishment if he didn't behave. They tended not to resort to physical punishment when he misbehaved but they gave the son a good bawling out for doing the wrong thing.

The parents of both groups tended to reward the son if he got good marks by praising him. These parents did not threaten to punish the son if he got poor marks nor did they punish him if he got poor marks.

There were differences between the responses of the parents in the two social classes regarding three items in Broad Area VIB and these differences were significant at the 5 per cent level.

The upper-middle class parent more often insisted that his son set aside a definite period in the evening to be used as study time than did the lower-working class parent. It was noted, however, that about 80 per cent of the parents in both groups did not insist on this. The differences observed between the two groups of parents, therefore, were between those in each social class (about one-fifth of each group) who displayed positive school-reinforcement behaviors with respect to this item.

The upper-middle class parent was more inclined "to tell his son what was expected of him and to see to it that he lived up to those expectations" than was the lower-working class parent.

The upper-middle class parent more often offered his son some kind of reward on the condition that he would do as the parent wished than did the lower-working class parent. It was noted, however, that the majority of the parents in each social class did not do this.

The Differing School-Related Attitudes and Behaviors of the Two Groups of Parents

The hypothesis of this investigation was rejected for ten of the eleven Broad Areas. The results of an analysis of all items of the interview schedule except those which were reported in the preceding section"Broad Areas in Which School-Reinforcement Behaviors Held by the Two Groups of Parents Were Similar" are presented in this section. The Chi-square Test of Significance was applied to these items.

Trips

Item 1(a-h): "In the past three (3) years how often have you (or your spouse) taken your son to the following places:

a. to a lake?

b. to another town?

c. to another state?

d. to a foreign country? e.g., Canada

e. to a library?

f. to a museum?

g. to a concert?

h. to other places?"

Responses of parents as reported in Tables 41 through 48 were significantly different in the two social classes for Items 1a, 1c, 1d, 1f, 1g and 1h; they were similar in Items 1b and 1e. Significance was at the 1 per cent level for Items 1c, 1f, 1g and 1h; it was at the 5 per cent level for Items 1a and 1d.

Item 1a

Table 41

TAKING SON TO A LAKE

ITEM 1a	Several Times		Once Or Twice		Never		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	28	60	9	19	10	21	47	100
U-M	43	83	3	6	6	11	52	100

Chi-square = 6.934

Total N = 99

Significant at .05 Level

Degrees of freedom = 2

In the upper-middle class 83 per cent of the parents said that in the past three years they had taken their sons to a lake "several times"; only 60 per cent of the lower-working class parents gave this response. In addition, almost twice as many lower-working class parents (21 per cent of the total) as upper-middle class parents (11 per cent of the total) said that in the past three years they had "never" taken their sons to a lake.

Item 1b

TABLE 42

TAKING SON TO ANOTHER TOWN

ITEM 1b	Several Times		Once Or Twice		Never		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	37	79	7	15	3	6	47	100
U-M	48	92	2	4	2	4	52	100

Chi-square = 4.159 Total N = 99

Not Significant Degrees of freedom = 2

With about equal frequency, both classes of parents in the past three years took their sons "to another town"; 96 per cent of the upper-middle class parents and 94 per cent of the lower-working class parents did this at least once during the past three years.

Item 1c

Table 43

TAKING SON TO ANOTHER STATE

ITEM 1c	Several Times		Once Or Twice		Never		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	14	30	14	30	19	40	47	100
U-M	32	62	12	23	8	15	52	100

Chi-square = 11.456 Total N = 99

Significant at .01 Level Degrees of freedom = 2

In the upper-middle class 62 per cent of the parents said they had taken their sons to another state "several times" during the past three years; less than half (30 per cent)of the lower-working class parents responded similarly. Also, nearly three times as many lower-working class parents (40 per cent of the total) as upper-middle class parents (15 per cent of the total) said they had "never" done this.

Item 1d

Table 44

TAKING SON TO A FOREIGN COUNTRY

ITEM 1d	Several Times		Once Or Twice		Never		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	3	6	11	24	33	70	47	100
U-M	10	19	18	35	24	46	52	100

Chi-square = 6.644

Total N = 99

Significant at .05 Level

Degrees of freedom = 2

Many more of the upper-middle class parents than lower-working class parents had taken their sons to a foreign country during the past three years; 54 per cent of the upper-middle class parents compared to 30 per cent of the lower-working class parents had done this at least once. Seventy per cent of the lower-working class parents compared to 46 per cent of the upper-middle class parents had "never" done this.

Item le

Table 45

TAKING SON TO A LIBRARY

ITEM le	Several Times		Once Or Twice		Never		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	11	24	2	4	34	72	47	100
U-M	18	34	4	8	30	58	52	100

Chi-square = 2.360.

Total N = 99

Not Significant

Degrees of freedom = 2

During the last three years the parents in each social class took their sons to a library with about equal frequency. The majority of parents in both social classes, however, had not taken their sons to a library.

Item 1f

Table 46

TAKING SON TO A MUSEUM

ITEM 1f	Several Times		Once Or Twice		Never		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	1	2	6	13	40	85	47	100
U-M	12	23	14	27	26	50	52	100

Chi-square = 15.264

Total N = 99

Significant at .01 Level

Degrees of freedom = 2

Fifty per cent of the upper-middle class parents compared to only 15 per cent of the lower-working class parents had taken their sons to a museum at least once in the past three years; 23 per cent of the upper-middle class parents had done this "several times" compared to only 2 per cent of the lower-working class parents. Half (50 per cent) of the upper-middle class parents said they had "never" taken their sons to a museum during the past three years but 85 per cent of the lower-working class parents responded in this manner.

Item 1g

Table 47

TAKING SON TO A CONCERT

ITEM 1g	Several Times No.	Several Times %	Once Or Twice No.	Once Or Twice %	Never No.	Never %	Total No.	Total %
L-W	1	2	2	4	44	94	47	100
U-M	10	19	7	14	35	67	52	100

Chi-square = 10.942

Total N = 99

Significant at .01 Level

Degrees of freedom = 2

About two-thirds (67 per cent) of the upper-middle class parents claimed that they had "never" taken their sons to a concert in the past three years but almost all (94 per cent) of the lower-working class parents said that they had "never" done so. About one-third (33 per cent) of the upper-middle class parents said they had done this at least once in the past three years compared to only 6 per cent of the lower-working class parents.

Item 1h

Table 48

TAKING SON TO OTHER PLACES

ITEM 1h	Several Times		Once Or Twice		Never		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	20	43	9	19	18	38	47	100
U-M	39	75	6	12	7	13	52	100

Chi-square = 11.335

Total N = 99

Significant at .01 Level

Degrees of freedom = 2

Seventy-five per cent of the upper-middle class parents said they had taken their sons other places "several times" during the past three years whereas only 43 per cent of the lower-working class parents responded in this manner. In addition, nearly three times as many lower-working class parents (38 per cent of the total) as upper-middle class parents (13 per cent of the total) said they had "never" done so.

Item 1i: "What other places?"

The parents were asked in Item 1h if they had taken their sons to places other than those mentioned in Items 1a through 1g. Item 1i provided those parents who responded positively to Item 1h, 87 per cent of the upper-middle class parents and 62 per cent of the lower-working class parents, with the opportunity of specifying what these "other places" were. In the upper-middle class, over two-thirds (68 per cent) of these "other places" were sports events of one kind or another or sports-related activities, such as baseball games, basketball games, bowling, camping, football games, golf, hockey games, hunting, field trips, fishing, sports events in general, sportsman shows and wrestling. The remaining "other places" mentioned were auto shows, the circus, church, "to find a college", "out to dinner", fairs, Ford plant excursions, movies, the opera, shopping, visiting relatives, and the zoo. Church was listed by only three parents.

In the lower-wotking class, slightly over one-third (36 per cent) of these "other places" were sports events of one kind or another or sports-related activities such as baseball games, billiards, bowling, football games, hockey games, hunting, field trips, fishing, roller skating, skiing, and wrestling. An equal number of responses (36 per cent of the total) concerning "other places" involved the "show type" of entertainment such as antique shows, auto shows, boat shows, the circus, Ford plant excursions, movies, the opera (Grand Ole), fairs, and the zoo (only 18 per cent of the total upper-middle class responses were of this type). The remaining "other places" mentioned by lower-working class parents were: automobile rides, church, picnics, school activities in general, shopping, vacation trips and visiting relatives. Church was listed by only one parent.

As was seen in Item 1h, the frequencies with which the parents in the two social classes took their sons "other places" were significantly different, upper-middle class parents doing this much more often than the lower-working class parents. And, from the analysis of Item 1i it was concluded that the types of events which constituted these "other places" in each social class were different. Sports-related activities predominated in the upper-middle class whereas sports-related activities and "show type" activities were equally prevalent among a majority (72 per cent) of "other places" visited by lower-working class parents and their sons.

Summary

Upper-middle class parents took their sons more places than did lower-working class parents. During the past three years the upper-middle class parents more frequently took their sons "to a lake", "to another state", "to a foreign country", "to a museum", "to a concert" and "to other places" which they were given the opportunity to specify. The emphasis on type of other places visited was also different in the two social classes.

Parents in both social classes tended with about equal frequency to take their sons "to another town". The majority of both sets of parents did not take their sons "to a library".

Discussion

Item 2a: "Before going places like these with your son do you (or your spouse) talk with him about what might happen there or about what you are going to see?"

Table 49

DISCUSSIONS WITH SON PREVIOUS TO GOING PLACES TOGETHER

ITEM 2a	Usually		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	18	38	12	26	17	36	47	100
U-M	34	66	9	17	9	17	52	100

Chi-square = 7.580

Significant at .05 Level

Total N = 99

Degrees of freedom = 2

Before going places with their sons, upper-middle class parents more often talked with them "about what might happen there or about what they were going to see", than did the lower-working class parents. About two-thirds (66 per cent) of the upper-middle class parents said that they "usually" did this compared to about one-third

(38 per cent) of the lower-working class parents. More than twice as many lower-working class parents said they didn't do this compared with upper-middle class parents (36 per cent and 17 per cent respectively). Significance occurred at the 5 per cent level.

Item 3a: "After you come home do you (or your spouse) talk with your son about what you did or about what you saw?"

Table 50

DISCUSSIONS WITH SON AFTER HAVING GONE PLACES TOGETHER

ITEM 3a	Usually		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	31	66	9	19	7	15	47	100
U-M	38	73	9	17	5	10	52	100

Chi-square = 0.793

Not Significant

Total N = 99

Degrees of freedom = 2

With about equal frequency, the parents of both social classes talked with their sons about what they did or about what they saw after they came home from going places together. This similarity is moderated of course by the fact that upper-middle class parents took their sons more places than lower-working class parents.

Savings

Item 4a: "Do you (or your spouse) encourage your son to save money?"

1): "During the past three (3) years, how often has he (your son) put money in his bank account?"

Table 51

PARENTAL ENCOURAGEMENT TO SAVE MONEY

ITEM 4a-1	Many Times		Once Or Twice		Never		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	28	60	6	13	13	27	47	100
U-M	44	84	4	8	4	8	52	100

Chi-square = 8.489

Total N = 99

Significant at .05 Level

Degrees of freedom = 2

More upper-middle class sons than lower-working class sons had put money on their bank accounts in the past three years. Eighty-four per cent of the upper-middle class sons compared to 60 per cent of the lower-working class sons did this "many times". Only 8 per cent of the upper-middle class sons "never" did this compared to 27 per cent of the lower-working class sons. Significance was at the 5 per cent level.

2): "During the past three (3) years, how often has he (your son) bought savings bonds?"

Table 52

PARENTAL ENCOURAGEMENT TO BUY SAVINGS BONDS

ITEM 4a-2	Many Times		Once Or Twice		Never		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	1	2	2	4	44	94	47	100
U-M	3	6	1	2	48	92	52	100

Chi-square = 1.258

Total N = 99

Not Significant

Degrees of freedom = 2

The sons of neither class tended to buy savings bonds. Ninety-two per cent of the upper-middle class sons and 94 per cent of the lower-working class sons "never" did this. Assuming that parental encouragements were reflected in the deeds of their sons, it was concluded from these data that upper-middle class parents were more inclined to encourage their sons to save money than were lower-working class parents.

Participation in groups

Item 5a: "In the past three (3) years, have you encouraged your son to join any young people's groups?"

Table 53

PARENTAL ENCOURAGEMENT TO JOIN YOUNG PEOPLE'S GROUPS

ITEM 5a	Many Times		Once Or Twice		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	10	21	15	32	22	47	47	100
U-M	25	48	16	31	11	21	52	100

Chi-square = 9.900

Total N = 99

Significant at .01 Level

Degrees of freedom = 2

Many times in the past three years nearly one-half (48 per cent) of the upper-middle class parents encouraged their sons to join young people's groups compared to only about one-fifth (21 per cent) of the lower-working class parents. In almost reverse proportion (21 per cent of the upper-middle class parents and 47 per cent of the lower-working class parents) the parents in these two social classes failed to do this. Slightly less than one-third of the parents in each group did so "once or twice". Differences between the behaviors of the two parent groups were significant at the 1 per cent level.

Item 5b: "What kinds of groups (have you encouraged your son to join)?"

In Item 5b, the parents who had answered "yes" to Item 5, 79 per cent of the upper-middle class parents and 53 per cent of the lower-working class parents, were asked to specify what kinds of groups they had encouraged their sons to join. In the upper-middle class, half (50 per cent) of the responses registered for this item were in the category "young people's group at church". Other groups mentioned were: American Youth Hostel, band club, bowling team, choir, church, Civil Air Patrol, clubs in general, community service, dramatics, 4-H Club, Hi-Y, Junior Achievement, music, Quill and Scroll Club, Scouts, sports, student council, Teen Club, travel and Y.M.C.A. One parent encouraged his son to go to the adult church service.

In the lower-working class, nearly half (43 per cent) of the responses were in the category "young people's groups at church". Other groups mentioned were: archery club, art club, band, baseball team, basketball team, "Big Brother" organization, bowling team, Civil Air Patrol, drama club, Junior Achievement, March of Dimes Group, Scouts and Teen Club.

As was seen in Item 5a, upper-middle class parents more often encouraged their sons to join young people's groups than did lower-working class parents. But from the analysis of Item 5b it was concluded that the emphasis of this parental encouragement was not very different in either group. Much stress was placed on belonging to the "young people's group at church" for the upper-middle class sons and for the lower-working class sons.

Item 6: "How many young people's groups is he a member of?" (e.g., Scouts, choirs or singing groups, orchestras, clubs, church groups, DeMolay, athletic teams, etc.)

Table 54

MEMBERSHIP IN YOUNG PEOPLE'S GROUPS

ITEM 6	Three Or More		One Or Two		None		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	0	0	18	38	29	62	47	100
U-M	8	15	29	56	15	29	52	100

Chi-square = 14.814

Significant at .01 Level

Total N = 99

Degrees of freedom = 2

Sons in the upper-middle class were members of many more young people's groups than were lower-working class sons. In the upper-middle class, 71 per cent of the sons belonged to at least one organization compared with only 38 per cent of the lower-working class sons. Nearly two-thirds of the lower-working class sons

(62 per cent) were not members of any young people's group, whereas less than one-third (29 per cent) of the upper-middle class sons were non-joiners. Significance occurred at the 1 per cent level.

Item 6a: "What are these groups (of which your son is a member)?"

Parents who had said in Item 6 that their sons were members of young people's groups, 71 per cent of the upper-middle class and 38 per cent of the lower-working class, were asked in Item 6a to specify the young people's groups in which their sons were members. More responses, about one-third (31 per cent), in the upper-middle class were registered in the category "young people's group at church" than in other categories. Other groups mentioned were: American Youth Hostel, band, baseball team, bowling team, choir, Civil Air Patrol, clubs in general, dramatics, electronics club, fencing, football team, French club, golf team, guitar, 4-H Club, Hi-Y, hockey club, hockey team, judo, Junior Achievement, Key Club, N Club, orchestra, Quill and Scroll Club, Teen Club, tennis, "things at school", track, scuba diving, sports in general, swimming team, wrestling team and year book club.

In the lower-working class, over one-third (40 per cent) of the responses were in the category "young people's groups at church". Other groups mentioned were: art club, baseball team, "Big Brother" organization, bowling team, Civil Air Patrol, hockey team, Junior Achievement, Scouts, sports in general and Y.M.C.A.

The son's responses to joining "young people's groups at church" were not quite as great as the encouragement offered by either set of parents to their sons in this regard but divergence was greater in the upper-middle class families than in the lower-working class families.

In both social classes participation by the sons in young people's groups was not equivalent to parental encouragement for them to participate in these groups.

Item 7a: "Do you encourage your son to take part in extra-curricular activities at school?"

Table 55

PARENTAL ENCOURAGEMENT TO TAKE PART IN EXTRACURRICULAR ACTIVITIES AT SCHOOL

ITEM 7a	Often		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	8	17	8	17	31	66	47	100
U-M	28	54	15	29	9	17	52	100

Chi-square = 25.153
Total N = 99

Significant at .01 Level
Degrees of freedom = 2

Upper-middle class parents were inclined to encourage their sons to take part in extracurricular activities at school whereas lower-working class parents were not. Fifty-four per cent of the upper-middle class parents "often" did this compared to 17 per cent of the lower-working class parents. Eighty-three per cent of the upper-middle class parents did this "sometimes" or "often" compared to 34 per cent of the lower-working class parents. Less than one-fifth (17 per cent) of the upper-middle class parents but nearly two-thirds (66 per cent) of the lower-working class parents said they did not encourage their sons to take part in extracurricular activities at school. Significance occurred at the 1 per cent level.

Homework and study

Item 8a: "Does your son ever have school homework to do?"

Table 56

FREQUENCY OF SCHOOL HOMEWORK BY SON

ITEM 8a	Three Or More Times Per Week		Once Or Twice A Week		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	21	45	21	45	5	10	47	100
U-M	47	90	3	6	2	4	52	100

Chi-square = 24.537

Total N = 99

Significant at .01 Level

Degrees of freedom = 2

Upper-middle class sons more often had school homework to do than did lower-working class sons; twice as many upper-middle class sons (90 per cent) had homework to do "three or more times per week" as did the lower-working class sons (45 per cent). Significance occurred at the 1 per cent level.

Item 8c: "On an average, how much time per week does your son devote to his studies outside of school?"

Table 57

TIME SPENT ON HOMEWORK BY SON

ITEM 8c	More Than Two Hours Per School Night		From One To Two Hours Per School Night		Less Than One Hour Per School Night		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	4	9	18	38	25	53	47	100
U-M	6	12	36	69	10	19	52	100

Chi-square = 12.608

Total N = 99

Significant at .01 Level

Degrees of freedom = 2

Upper-middle class sons devoted more time per week to their studies outside of school than did lower-working class sons. In the upper-middle class 81 per cent of the sons spent at least one hour per school night on their studies whereas only 47 per cent of the lower-working class sons did this. Significance was at the 1 per cent level.

Item 8d: "Does your son show objection toward doing his homework?"

Table 58

OBJECTION TOWARD HOMEWORK BY SON

ITEM 8d	No		Moderate Objection		Strong Objection		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	33	70	6	13	8	17	47	100
U-M	43	83	4	8	5	9	52	100

Chi-square = 2.161 Total N = 99

Not Significant Degrees of freedom = 2

The sons in neither social class tended to show objection to doing their homework. The attitudes of the sons in the two social classes were similar for this item and no significant differences occurred between the two groups with respect to this item. It should be remembered, however, that according to Item 8a upper-middle class sons more often had school homework to do than did lower-working class sons.

Item 8e: "Is there a place set aside in your home specifically as a study area for your son?"

Table 59

PROVISION OF STUDY AREA IN THE HOME FOR SON

ITEM 8e	Yes		I Try To Arrange A Satisfactory Place For This		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	21	45	3	6	23	49	47	100
U-M	40	77	0	0	12	23	52	100

Chi-square = 12.154 Total N = 99

Significant at .01 Level Degrees of freedom = 2

There was more often a place set aside in the home of the upper-middle class family as a study area for their son than in the lower-working class home; 77 per cent of the upper-middle class parents compared to 45 per cent of the lower-working class parents said there was such a place set aside in their home. Significance occurred at the 1 per cent level.

Item 8f: "Exactly where does he study?"

Parents who responded positively to Item 8 were asked in Item 8f to indicate exactly where their sons studied. This item involved

96 per cent of the upper-middle class parents and 90 per cent of the lower-working class parents. In the upper-middle class, 80 per cent of the respondents to Item 8f said that their son studied "in his own room". Other responses were: dining room, den or study, family room, kitchen, room in the basement and "wherever the family is".

In the lower-working class, 83 per cent of the parents responding said that their son studied "in his own room". Other responses were: bedroom of mother, den, dining room, kitchen and living room.

The behaviors of the two groups of parents were similar regarding the places set aside in their homes as study areas for their sons. The son's own room served as the study area for at least 80 per cent of the sons in both social classes.

Item 8g: "Do you see to it that it is quiet when he is trying to study?"

Table 60

PROVISION OF QUIET FOR STUDY

ITEM 8g	Yes, Always		Yes, When I Can		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	6	13	19	40	22	47	47	100
U-M	11	21	10	19	31	60	52	100

Chi-square = 5.554

Total N = 99

Not Significant

Degrees of freedom = 2

Behaviors of parents in both social classes were similar for this item; no significant differences occurred between the responses of the parents in the two groups. In the upper-middle class, 40 per cent of the parents attempted to do this. In the lower-working class, 53 per cent of the parents tried to do this. A large percentage of parents in both classes, however, made no attempt to do it (60 per cent of the upper-middle class parents and 47 per cent of the lower-working class parents).

Item 8h: "Do you help your son with his school work?"

Table 61
PARENTAL ASSISTANCE WITH HOMEWORK

ITEM 8h	Often		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	2	4	8	17	37	79	47	100
U-M	2	4	20	38	30	58	52	100

Chi-square = 5.636

Not Significant

Total N = 99

Degrees of freedom = 2

Very few parents in either social class "often" helped their sons with school work (4 per cent of each group). The majority of parents in each group did not help their sons with homework (58 per cent of the upper-middle class parents and 79 per cent of the lower-working class parents). There was a greater tendency in the upper-middle class than in the lower-working class for parents to "sometimes" do so. The behaviors of the parents in both social classes, however, were not significantly different for this item.

Item 9a: "Do you encourage your son to bring work home from school?"

Table 62

PARENTAL ENCOURAGEMENT TO BRING WORK HOME FROM SCHOOL

ITEM 9a	Often		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	15	32	12	25	20	43	47	100
U-M	16	31	8	15	28	54	52	100

Chi-square = 1.918

Not Significant

Total N = 99

Degree of freedom = 2

Approximately one-third of the parents in each social class "often" encouraged their sons to bring work home from school, but a high percentage of parents in each social class failed to do this (54 per cent of the upper-middle class parents and 43 per cent of the lower-working class parents). The behavioral trends were slightly more positive for the lower-working class parents than for the upper-middle class parents but the responses of the two groups were not significantly different for Item 9a.

Item 10a: "Do you (or your spouse) try to explain to your son why he should work hard in school?"

Table 63

PARENTAL ENCOURAGEMENT TO WORK HARD IN SCHOOL

ITEM 10a	Quite Frequently		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	34	72	9	19	4	9	47	100
U-M	38	73	9	17	5	10	52	100

Chi-square = 0.081 Total N = 99

Not Significant Degrees of freedom = 2

A large majority of the parents in both groups, 73 per cent of the upper-middle class parents and 72 per cent of the lower-working class parents quite frequently tried to explain to their sons why they should work hard in school. Parent behaviors in the two social classes were extremely similar with regard to this item.

Out-of-school activities

Item 11a: "Does your son have any hobbies?"

Table 64

HOBBIES OF SON

ITEM 11a	Two Or More No.	Two Or More %	One No.	One %	No No.	No %	Total No.	Total %
L-W	24	51	11	23	12	26	47	100
U-M	30	58	14	27	8	15	52	100

Chi-square = 1.578

Total N = 99

Not Significant

Degrees of freedom = 2

More than half of the sons in both social classes (58 per cent of the upper-middle class sons and 51 per cent of the lower-working class sons) had "two or more" hobbies. A large majority of the sons in each group had at least one (85 per cent of the upper-middle class and 74 per cent of the lower-working class). There were no significant differences between the two groups of sons with regard to the number of hobbies they had but there was a tendency for more upper-middle class sons to have hobbies than lower-working class sons. Fifteen per cent of the upper-middle class sons and 26 per cent of the lower-working class sons had no hobbies at all.

Item 11b: "How many of these hobbies are of a scholastic nature, i.e., involve mental activity rather than working with the hands?" (e.g., reading for enjoyment, listening to music with the purpose of reading about it or studying it, collecting stamps if the history of the stamps is studied))

Table 65

HOBBIES OF A SCHOLASTIC NATURE

ITEM 11b	Two Or More,		One		None		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	6	13	7	15	34	72	47	100
U-M	6	12	13	25	33	63	52	100

Chi-square = 1.566 Total N = 99

Not Significant Degrees of freedom = 2

A large majority of the hobbies in both social classes were not of a scholastic nature. Even though there was a slight tendency for upper-middle class sons to have more hobbies of a scholastic nature, the differences between the numbers of such hobbies participated in by both groups of sons were not significant.

Item 11c: "How much time does he spend on this type of hobby?"

Table 66

TIME SPENT ON SCHOLASTIC TYPE HOBBIES BY SON

ITEM 11c	Three Or More Hours Per Week		One Or Two Hours Per Week		None		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	11	24	2	4	34	72	47	100
U-M	6	12	11	21	35	67	52	100

Chi-square = 7.482

Significant at .05 Level

Total N = 99

Degrees of freedom = 2

The lower-working class sons spent more hours per week on the scholastic type hobby than did upper-middle class sons. Differences between the two groups of sons with respect to this item were significant at the 5 per cent level. It is interesting to notice, however, that more than two-thirds of the sons in each group spent no time on scholastic type hobbies.

Item 11d: "How much time does he spend on the non-scholastic type of hobby, i.e., those that involve working with his hands?" (e.g., sports, building things, working on a car, listening to music just for fun)

Table 67

TIME SPENT ON NON-SCHOLASTIC TYPE HOBBIES BY SON

ITEM 11d	Three Or More Hours Per Week		One Or Two Hours Per Week		None		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	21	45	12	25	14	30	47	100
U-M	31	60	10	19	11	21	52	100

Chi-square = 2.218

Not Significant

Total N = 99

Degrees of freedom = 2

The sons in both social classes spent about an equivalent amount of time on non-scholastic type hobbies. Even though there were no significant differences between the two groups of sons with respect to Item 11d, upper-middle class sons had a tendency to spend more time on the non-scholastic type hobby than did the lower-working class sons.

Item 12a: "Does your son study anything outside of school?" (not just the completion of his school assignments)

Table 68

STUDY OTHER THAN SCHOOL ASSIGNMENTS

ITEM 12a	Three Or More Hours Per Week		One Or Two Hours Per Week		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	8	17	2	4	37	79	47	100
U-M	7	14	11	21	34	65	52	100

Chi-square = 6.187

Total N = 99

Significant at .05 Level

Degrees of freedom = 2

Upper-middle class sons spent more time than did lower-working class sons studying things outside the school which did not constitute just the completion of school assignments. Differences between the two groups were significant at the 5 per cent level. It should be noted, however, that 65 per cent of the upper-middle class sons as well as 79 per cent of the lower-working class sons spent no time on this type of endeavor.

Item 12b: "What does he study?"

Parents who responded positively to Item 12, 35 per cent of the upper-middle class parents and 21 per cent of the lower-working class parents, were asked in Item 12b to indicate what it was their sons studied besides their regular school assignments. There were varied interests among the upper-middle class sons; nineteen areas of interest were mentioned. They were: animals, art, astronomy, aviation, church fellowship, Civil Air Patrol, dogs, electronics, foreign countries, golf, horse racing, interior decorating, instructions in religion, music, racing (car), sailing, science, sports and world affairs.

Interests in the lower-working class were not only less in number but were less varied than those in the upper-middle class. Forty-seven per cent of the lower-working class sons who studied things outside of their regular school assignments were interested in subjects of a mechanical nature such as electronics and mechanics (automobile, motorcycle and radio). Other interests mentioned were: Bible study, coins, music, racing (car), raising bees and raising pigeons.

Reading

Item 13a: "Does your son do any reading outside of his regular school work?"

Table 69

READING HABITS OF SON

ITEM 13a	Much		Some		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	15	32	23	49	9	19	47	100
U-M	19	37	21	40	12	23	52	100

Chi-square = 0.739

Total N = 99

Not Significant

Degrees of freedom = 2

A large majority of sons in both groups read outside of their regular school work. About one-third of the sons in each social class did "much" reading outside of their regular school work (37 per cent of the upper-middle class sons and 32 per cent of the lower-working class sons) and about one-fifth of the sons in each social class did none (23 per cent of the upper-middle class sons and 19 per cent of the lower-working class sons). There were no significant differences between the behaviors of the sons in the two social classes with respect to Item 13a.

Item 14a: "Does your son own any books other than his textbooks?"

Table 70

BOOKS OWNED BY SON

ITEM 14a	Eleven Or More Volumes		Five To Ten Volumes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	15	32	16	34	16	34	47	100
U-M	40	77	8	15	4	8	52	100

Chi-square = 21.031 Total N = 99

Significant at .01 Level Degrees of freedom = 2

Upper-middle class sons owned considerably more books than did lower-working class sons. Differences between the two groups were significant at the 1 per cent level.

Item 15a: "Does your son go to a library outside of school hours?"

Table 71

LIBRARY VISITATION OUTSIDE OF SCHOOL HOURS BY SON

ITEM 15a	Three Or More Times Per Week		Once Or Twice A Week		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	3	6	20	43	24	51	47	100
U-M	2	4	29	56	21	40	52	100

Chi-square = 1.805 Total N = 99

Not Significant Degrees of freedom = 2

Upper-middle and lower-working class sons went to a library outside of school hours with about equal frequency. No significant differences occurred between the two groups of sons with respect to Item 15a. It should be noted, however, that 40 per cent of the upper-middle class sons and 51 per cent of the lower-working class sons did not go to the library outside of school hours.

Item 16a: "Has your son read something aloud to you in the last three (3) months?"

Table 72

READING ALOUD IN THE HOME BY SON

ITEM 16a	Several Times		Once Or Twice		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	12	25	7	15	28	60	47	100
U-M	19	37	11	21	22	42	52	100

Chi-square = 2.945 | Total N = 99

Not Significant | Degrees of freedom = 2

There was a tendency in both social classes for the sons not to read aloud to their parents (42 per cent of the upper-middle class sons and 60 per cent of the lower-working class sons had not done so in the past three months). Even though no significant differences occurred between the two groups of sons with respect to this item, there was a trend toward more positive response in the upper-middle class.

Item 16b: "What has he read to you?"

Parents who responded "yes" to Item 16 (58 per cent of the upper-middle class parents and 40 per cent of the lower-working class parents) were asked in Item 16b to state what it was their sons read to them. Nearly half (44 per cent) of these parents in the upper-middle class said it was from a newspaper or magazine; over one-third of them (34 per cent) said that it was from something connected with their son's school work such as his German lesson, literature selections, a paper or theme written for school, reading for school and textbook passages. Other sources were: book passages, current events, encyclopedia, horse racing books and forms, and joke books.

In the lower-working class nearly half (48 per cent) of the sons read from a newspaper or magazine. Less than one-fifth (19 per cent) of the lower-working class sons read from something connected with his school work such as a history book, parts from a play or some reading assignment for school. Other sources mentioned were: Bible, books (on cars, motorcycles and skiing) and current events.

Both sets of sons were inclined to read things to their parents from newspapers and magazines more than from any other sources. But upper-middle class sons much more than lower-working class sons read to their parents from school-related literature.

Item 17a: "Do you (or your spouse) encourage your son to read?"

Table 73

READING ENCOURAGEMENT

ITEM 17a	Quite Often		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	15	32	16	34	16	34	47	100
U-M	26	50	14	27	12	23	52	100

Chi-square = 3.412

Total N = 99

Not Significant

Degrees of freedom = 2

With similar frequency, parents in the two social classes responded "no", "sometimes" and "quite often" to the question. There was, however, a greater tendency for upper-middle class parents to do this "quite often" and fewer middle class parents than lower-working class parents failed to encourage their sons to read.

Item 18: "How much reading does your spouse do?" (If deceased or separated from the family, how much reading did he do when he was there?)

Table 74

READING HABITS OF FATHER

ITEM 18	Much		Some		None		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	13	27	28	60	6	13	47	100
U-M	25	48	26	50	1	2	52	100

Chi-square = 7.201 Total N = 99

Significant at .05 Level Degrees of freedom = 2

Upper-middle class fathers did more reading than lower-working class fathers. Significance was at the 5 per cent level.

Item 19a: "Did you read any books last year?"

Table 75

READING HABITS OF MOTHER (BOOKS)

ITEM 19a	Six Or More		One To Five		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	7	15	16	34	24	51	47	100
U-M	29	56	15	29	8	15	52	100

Chi-square = 21.278 Total N = 99

Significant at .01 Level Degrees of freedom = 2

Upper-middle class mothers read more books last year than lower-working class mothers. The pattern of response to this question is almost the complete reverse between these two social classes. Significance was at the 1 per cent level.

Item 19b: "What books (did you read last year)?"

Parents who answered "yes" to Item 19 (85 per cent of the upper-middle class parents and 49 per cent of the lower-working class parents) were asked to state the titles of the books they read. In the upper-middle class 79 per cent of the reading material mentioned was fiction. The remaining 21 per cent would be classified as biographical, historical or philosophical. Selections were varied in this social class. There were a total of ninety-four responses, many parents making more than one response to the item and sixty-one different titles of books were recorded.

In the lower-working class 88 per cent of the reading material mentioned was fiction. The remaining 12 per cent would be classified as autobiographical, biographical, historical and philosophical. There were forty responses, many parents making more than one response to the item, and twenty-seven different titles of books were recorded.

Fiction constituted the majority of the books read by the mothers in both social classes.

Item 20a: "Do you read the newspaper?"

Table 76

READING HABITS OF MOTHER (NEWSPAPER)

ITEM 20a	Everyday		Once Or Twice A Week		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	32	68	12	26	3	6	47	100
U-M	49	94	3	6	0	0	52	100

Chi-square = 11.745

Total N = 99

Significant at .01 Level

Degrees of freedom = 2

The upper-middle class mother read the newspaper more often than the lower-working class mother but the contingency table indicates that 68 per cent of lower-working class mothers read the newspaper "everyday" and 26 per cent of them did so "once or twice a week". There were significant differences between the two social classes; significance occurred at the 1 per cent level.

Item 20b: "How many different newspapers do you read each week?"

Table 77

READING HABITS OF MOTHER (NEWSPAPERS)

ITEM 20b	Three Or More		Two		No Or Just One		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	14	30	11	23	22	47	47	100
U-M	19	37	25	48	8	15	52	100

Chi-square = 12.515 Total N = 99

Significant at .01 Level Degrees of freedom = 2

Upper-middle class mothers read more newspapers each week than did lower-working class mothers. Eighty-five per cent of the upper-middle class mothers compared with 53 per cent of the lower-working class mothers said that they read two or more newspapers each week. Significance occurred at the 1 per cent level.

Item 20c: "What papers (do you read)?"

Item 20c was designed to find out exactly what papers were read by the parents who responded in the affirmative to Item 20 (100 per cent of the upper-middle class parents and 94 per cent of the lower-working class parents). Over two-thirds (69 per cent) of the papers read by the upper-middle class parents were out-of-town papers. The majority (82 per cent) of these subscriptions in the upper-middle class were to the Detroit Free Press and the Detroit News.

In the lower-working class three-fourths (75 per cent) of the papers read by the parents were out-of-town papers. The majority (86 per cent) of the out-of-town subscriptions were to the Detroit Free Press and the Detroit News.

The types of newspapers read by the two groups of parents were similar. However, more upper-middle class parents than lower-working class parents read the newspaper; they read the newspaper more often and read a greater number of different newspapers than did the lower-working class parents.

Item 21a: "How many different magazines do you read each week?"

Table 78

READING HABITS OF MOTHER (MAGAZINES)

ITEM 21a	Three Or More		Two		Just One		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	21	45	8	17	18	38	47	100
U-M	44	84	4	8	4	8	52	100

Chi-square = 18.175 Total N = 99

Significant at .01 Level Degrees of freedom = 2

Upper-middle class mothers read considerably more magazines each week than did lower-working class mothers; 84 per cent of the upper-middle class mothers read "three or more" magazines per week compared to 45 per cent of the lower-working class mothers. Significance was at the 1 per cent level.

Item 21b: "What magazines (do you read)?"

Item 21b was designed to determine exactly what magazines were read by the parents in the two social classes. In the upper-middle class there were 200 responses in all, several parents citing three or more magazines that they read each week; forty specific titles were recorded. One-fourth (ten) of these comprised over two-thirds (70 per cent) of all subscriptions; they were: Better Homes and Gardens, Good Housekeeping, Ladies Home Journal, Life, Look, McCalls, National Geographic, Time, Reader's Digest and The Saturday Evening Post.

In the lower-working class ninety-nine responses were recorded. There were twenty-three specific titles recorded, about one-third (seven) of which comprised nearly two-thirds (65 per cent) of all subscriptions. They were: Better Homes and Gardens, Family Circle, Ladies Home Journal, Life, Look, Reader's Digest and The Saturday Evening Post.

Interests of the parents in the two social classes were similar regarding choices of magazines, but, when general as well as specific entries were taken into consideration there were more than twice as many different magazines in the upper-middle class homes as in the lower-working class homes. General entries mentioned by parents were: church magazines, movie magazines, trade magazines and technical magazines.

Item 22: "Please estimate the number of books your son read last year, i.e., outside of his regular school work."

Table 79

READING HABITS OF SON (BOOKS)

ITEM 22	Three Or More		One Or Two		None		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	28	60	9	19	10	21	47	100
U-M	31	60	14	27	7	13	52	100

Chi-square = 1.520

Not Significant

Total N = 99

Degrees of freedom = 2

There were no significant differences between the two social classes in the mothers' estimates of the numbers of books read last year by their sons. Sixty per cent of the sons in each group read "three or more" books last year outside of their regular school work.

Item 23a: "Does he read the newspaper?"

Table 80

READING HABITS OF SON (NEWSPAPERS)

ITEM 23a	About Everyday		Once Or Twice A Week		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	27	57	12	26	8	17	47	100
U-M	37	71	9	17	6	12	52	100

Chi-square = 2.029

Total N = 99

Not Significant

Degrees of freedom = 2

The sons in both social classes read the newspaper with about equal frequency. The upper-middle class sons tended to do more newspaper reading than lower-working class sons but no significant differences occurred between the two groups with respect to this item.

Item 23b: "Does he read anything besides the 'funnies' and the sports page?"

Table 81

READING HABITS OF SON (NEWSPAPER SECTION PREFERENCE)

ITEM 23b	Yes		No		Never Reads The Newspaper At All		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	29	62	10	21	8	17	47	100
U-M	38	73	8	15	6	12	52	100

Chi-square = 1.468

Total N = 99

Not Significant

Degrees of freedom = 2

The sons in both social classes read the newspaper in about equal depth. More than just the "funnies" and the sports page was read by 73 per cent of the upper-middle class sons and 62 per cent of the lower-working class sons. No significant differences occurred between the two classes of sons in Item 23b.

Item 23c: "What papers does he read?"

Parents who said "yes" to Item 23 (88 per cent of the upper-middle class parents and 83 per cent of the lower-working class parents) were asked to specify these papers in Item 23c. In the upper-middle class, 82 per cent of the newspapers read by the sons were out-of-town papers. Of the out-of-town papers 92 per cent of the subscriptions were with the Detroit Free Press or the Detroit News.

In the lower-working class, 96 per cent of the newspapers read by the sons were out-of-town papers. Of the out-of-town papers, 90 per cent of the subscriptions were with the Detroit Free Press or the Detroit News.

A very large majority of the newspapers read by the sons in both social classes were out-of-town papers. The upper-middle class sons, however, read the local paper much more than did lower-working class sons (18 per cent and 4 per cent respectively).

Item 24a: "Does he read magazines?"

Table 82

READING HABITS OF SON (MAGAZINES)

ITEM 24a	About Everyday		Once Or Twice A Week		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	5	11	35	74	7	15	47	100
U-M	12	23	38	73	2	4	52	100

Chi-square = 5.545

Not Significant

Total N = 99

Degrees of freedom = 2

The sons in both social classes read magazines with about equal frequency. Nearly three-fourths of each group (73 per cent of the upper-middle class sons and 74 per cent of the lower-working class sons) read magazines "once or twice a week". Upper-middle class sons were slightly more inclined to read magazines than were lower-working class sons even though no significant differences existed between the two groups with regard to this item.

Item 24b: "What magazines does he read regularly?"

In Item 24b parents, who said that their sons read magazines (96 per cent of the upper-middle class parents and 85 per cent of the lower-working class parents) were asked to name the magazines. A total of thirty-four titles were recorded for upper-middle class sons. Of these, less than one-fifth (six) comprised 78 per cent of all subscriptions; they were: Life, Look, National Geographic, Reader's Digest, Sports Illustrated, and Time. With the exception of Sports Illustrated, these were among the ten magazines most frequently read by upper-middle class parents.

In the lower-working class twenty-seven titles were recorded, one-third (nine) of which comprised 76 per cent of all subscriptions; they were: Hot Rod, Life, Look, Popular Mechanics, Popular Science, Reader's Digest, The Saturday Evening Post, Sports Illustrated and Time.

The magazines which appealed to the upper-middle class boy also appealed to the lower-working class boy and vice versa. It was noted from the data, however, that there was more of an inclination toward the "intellectual" subject content in the upper-middle class than in the lower-working class. On the other hand, the lower-working class son more than the upper-middle class son tended to favor literature dealing with the mechanical aspects of things.

Conversations

Item 25a: "Do you (or your spouse) talk with your son about things that happen at school?"

Table 83

CONVERSATIONS WITH SON ABOUT THINGS THAT HAPPEN AT SCHOOL

ITEM 25a	Often		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	24	51	13	28	10	21	47	100
U-M	38	73	5	10	9	17	52	100

Chi-square = 6.534 Total N = 99

Significant at .05 Level Degrees of freedom = 2

Upper-middle class parents talked more often with their sons about things that happened at school than did lower-working class parents. Even though differences between the behaviors of the two groups of parents were significant at the .05 level it is interesting to note that 51 per cent of the lower-working class parents said they did this "often" and 28 per cent said they did this "sometimes".

Item 26a: "Do you (or your spouse) talk with him about the kinds of things his class is doing?"

Table 84

CONVERSATIONS WITH SON ABOUT THE KINDS OF THINGS HIS CLASS IS DOING

ITEM 26a	Often		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	14	30	17	36	16	34	47	100
U-M	33	63	14	27	5	10	52	100

Chi-square = 13.515

Total N = 99

Significant at .01 Level

Degrees of freedom = 2

Upper-middle class parents talked more often with their sons about the kinds of things his class was doing than did lower-working class parents. More than twice as many upper-middle class parents as lower-working class parents did this "often" (63 per cent compared to 30 per cent). Less than one-third as many upper-middle class parents as lower-working class parents said they did not do this (10 per cent compared to 34 per cent). Significance occurred at the 1 per cent level.

Item 27a: "Do you talk with him about special activities like movies or special programs he has seen at school?"

Table 85

CONVERSATIONS WITH SON ABOUT SPECIAL ACTIVITIES OR PROGRAMS AT SCHOOL

ITEM 27a	Often		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	10	21	18	38	19	41	47	100
U-M	34	65	12	23	6	12	52	100

Chi-square = 20.852

Total N = 99

Significant at .01 Level

Degrees of freedom = 2

Upper-middle class parents talked more often with their sons about special activities like movies or special programs their sons had seen at school than did lower-working class parents. Over three times as many upper-middle class parents (65 per cent) as lower-working class parents (21 per cent) said they "often" did this. Less than one-third as many upper-middle class parents (12 per cent) as lower-working class parents (41 per cent) said they never did this. Differences between the behaviors of the two groups of parents with regard to this item were significant at the 1 per cent level.

Item 28a: "We know that most boys have some problems or troubles at school. Do you talk with your son about problems or troubles he has at school?"

Table 86

CONVERSATIONS WITH SON
ABOUT PROBLEMS OR TROUBLES AT SCHOOL

ITEM 28a	Often		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	24	51	16	34	7	15	47	100
U-M	37	71	7	13	8	16	52	100

Chi-square = 6.122 Total N = 99

Significant at .05 Level Degrees of freedom = 2

Upper-middle class parents more often talked with their sons about problems or troubles their sons had at school than did lower-working class parents. Nearly three-fourths (71 per cent) of the upper-middle class parents compared to slightly more than half (51 per cent) of the lower-working class parents said they "often" did this. Even though the differences between the behaviors of the two groups of parents were significant at the 5 per cent level it should be noticed that 85 per cent of the lower-working class parents "sometimes" or "often" did this. That is to say, the behaviors of the lower-working class parents were positive but not as positive as those of the upper-middle class parents.

Item 29a: "Does he show you papers or other projects he has done at school?"

Table 87

CONVERSATIONS WITH SON ABOUT PAPERS OR PROJECTS HE HAS DONE AT SCHOOL

ITEM 29a	Often		Once In Awhile		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	19	40	21	45	7	15	47	100
U-M	24	46	19	37	9	17	52	100

Chi-square = 0.681

Total N = 99

Not Significant

Degrees of freedom = 2

Upper-middle and lower-working class sons with about equal frequency showed their parents papers or projects they have done at school. The behaviors of the sons in both social groups were very similar with respect to this item.

Contacts with school

Item 30a: "During the last three (3) years have you been to school for one reason or another?"

Table 88

CONTACTS WITH SCHOOL BY PARENT (GENERAL)

ITEM 30a	Three Or More Times		Once Or Twice		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	19	40	20	43	8	17	47	100
U-M	42	81	10	19	0	0	52	100

Chi-square = 19.803

Total N = 99

Significant at .01 Level

Degrees of freedom = 2

During the last three years upper-middle class parents had been to school much more often than the lower-working class parents; significance occurred at the 1 per cent level. Over twice as many upper-middle class parents (81 per cent) as lower-working class parents (40 per cent) had been to school "three or more times" in the last three years. All upper-middle class parents had been there at least once but nearly one-fifth of the lower-working class parents (17 per cent) had not been there at all.

Item 30b: "What kinds of functions (did you go to school to attend during the last three (3) years)?"

Parents who answered "yes" to Item 30 (100 per cent of the upper-middle class parents and 83 per cent of the lower-working class parents) were asked to indicate the kinds of functions they had been to at school. It should be pointed out that there was nearly twice the response in the upper-middle class as in the lower-working class to this item, several of the upper-middle class parents indicating attendance at or participation in more than one event at the school.

For the upper-middle class parents almost two-thirds (65 per cent)of their contacts with the school involved the following four functions: counseling (16 per cent), open house (17 per cent), P.T.A. (21 per cent) and parent-teacher conferences (11 per cent). These four functions also constituted nearly two-thirds of the school contacts (63 per cent) made by lower-working class parents but with the following frequencies: counseling (31 per cent), open house (15 per cent), P.T.A. (6 per cent) and parent-teacher conferences (11 per cent). Similar contacts with the school were made by both sets of parents but the pattern and incidence of these contacts were very different. Open house and parent-teacher conferences were participated in with about equal frequency by those parents who came to school in both social classes. Upper-middle class parents, however, were much more active in P.T.A. than were lower-working class parents. But the counseling function of the school was participated in much more by the lower-working class parents than by the upper-middle class parents.

Item 30c: "During the last three (3) years how many times have you been to school to attend a special class, club or group for parents?"

Table 89

CONTACTS WITH SCHOOL BY PARENT
(SPECIAL CLASS, CLUB OR GROUP FOR PARENTS)

ITEM 30c	Three Or More Times		Once Or Twice		None		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	4	9	9	19	34	72	47	100
U-M	29	56	13	25	10	19	52	100

Chi-square = 32.588 Total N = 99

Significant at .01 Level Degrees of freedom = 2

During the last three years, upper-middle class parents had been to school to attend a special class, club or group for parents much more often than the lower-working class parents. There were extreme differences between the behaviors of the parents in the two social classes regarding this item.

Item 30d: "How often have you worked as a volunteer helper at some school project or program?"

Table 90

CONTACTS WITH SCHOOL BY PARENT (AS VOLUNTEER HELPER)

ITEM 30d	Often		Once Or Twice		Never		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	0	0	3	6	44	94	47	100
U-M	17	33	15	29	20	38	52	100

Chi-square = 33.834

Total N = 99

Significant at .01 Level

Degrees of freedom = 2

During the last three years, upper-middle class parents had worked as volunteer helpers at some school project or program much more often than lower-working class parents. Differences between the behaviors of the parents in the two social classes regarding this item were very different (significant at the 1 per cent level).

Models and expectations

Item 39a: "Do you use some person as an example of how you want your son to be?"

Table 91

EXAMPLE FOR SON

ITEM 39a	Often		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	2	4	3	6	42	90	47	100
U-M	2	4	2	4	48	92	52	100

Chi-square = 0.348

Not significant

Total N = 99

Degrees of freedom = 2

Both social classes displayed negative reinforcement behaviors in this area and there were no significant differences between the behaviors of the parents in the two groups with respect to this item. There was an emphatic "no" registered by both sets of parents to this question; nine-tenths of the parents in each group (92 per cent of the upper-middle class parents and 90 per cent of the lower-working class parents) said "no" in Item 39a.

Item 39b: "For example, what person(s)?"

Parents who answered "yes" in Item 39 were asked to specify what person(s) they used as an example of how they wanted their son to be. In the upper-middle class the following responses were recorded: "his father", "an older boy on the block" and "an older brother". Only 8 per cent of the upper-middle class parents had responded in the affirmative to Item 39.

In the lower-working class the responses recorded were: "brother-in-law", "his father", "a friend of his","an older brother" and "his uncle". Only 10 per cent of the lower-working class parents had answered in the affirmative to Item 39.

The few parents in both social classes who did use some person as an example of how they wanted their son to be, selected persons from their immediate family or from their own neighborhood.

Item 49a: "Do you encourage your son to get good marks?"

Table 92

PARENTAL ENCOURAGEMENT FOR SON TO GET GOOD MARKS

ITEM 49a	Often		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	39	83	7	15	1	2	47	100
U-M	46	88	5	10	1	2	52	100

Chi-square = 0.659

Not Significant

Total N = 99

Degrees of freedom = 2

Parents in both social classes "often" encouraged their sons to get good marks (88 per cent of the upper-middle class parents compared to 83 per cent of the lower-working class parents). Parental reinforcement behaviors were very similar in both groups for this item; 98 per cent of both groups responded that they did this "sometimes" or "often".

Item 49b: "How do you encourage him (to get good marks)?"

In question 49, 98 per cent of the parents in each social class answered in the affirmative. These parents were asked in Item 49b to specify how they encouraged their sons to get good marks. In each social class 83 per cent of these parents said that they "talked to him" about it. Upper-middle class parents would express themselves by telling their sons such things as: "it was for his own good to get good marks"; "how it would benefit him"; "how it would be to his advantage"; that it was necessary in order "to get into college"; "must get good marks to get into the college of his choice"; "school is his job--he must do his best"; "let him know we don't want low grades". Lower-working class parents would express themselves as follows: "point out the importance of a diploma"; "to get a good job he must have good marks"; "he'll need a trade". The remaining 15 per cent of the parents in each social class used the following methods of encouragement: In the upper-middle class: "providing a climate for study--making a place for it"; "rewards"; "set example"; "working with him". In the lower-working class: "let him buy a car"; "rewards"; threat of punishment--"threaten to take away his car keys"; "watching his report card".

Item 50: "What is a poor mark to your way of thinking?"

Table 93

PARENTAL EXPECTATIONS OF SON WITH RESPECT TO SCHOOL MARKS (POOR MARK DEFINITION)

ITEM 50	"B"		"C"		"D Or E"		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	1	2	5	11	41	87	47	100
U-M	0	0	20	38	32	62	52	100

Chi-square = 10.885

Total N = 99

Significant at .01 Level

Degrees of freedom = 2

The differences between the responses of the parents in the two social classes were significant at the 1 per cent level. A higher parental expectation relative to their sons' educational achievement was observed for the upper-middle class parents in terms of school marks compared with the lower-working class parents. Over one-third (38 per cent) of the upper-middle class parents thought that a "C" was a poor mark whereas only about one-tenth (11 per cent) of the lower-working class parents considered it so.

Item 54: "What kind of school marks for your son satisfy you?"

Table 94

PARENTAL EXPECTATIONS OF SON WITH RESPECT TO SCHOOL MARKS (SATISFACTORY MARK DEFINITION)

ITEM 54	"All A's and B's" No.	%	Average No.	%	"Don't Care" Or"Just So He Passes" No.	%	Total No.	%
L-W	7	15	38	81	2	4	47	100
U-M	28	54	24	46	0	0	52	100

Chi-square = 17.554 Total N = 99

Significant at .01 Level Degrees of freedom = 2

Items 54 and 50 are related in that they both deal with parental expectations relative to son's educational achievement in terms of school marks. In Item 54, as in Item 50, the differences between the two groups of parents were significant at the 1 per cent level. Upper-middle class parents were much less satisfied with "average" grades than the lower-working class parents (46 per cent of the upper-middle class parents were satisfied with average grades for their sons compared to 81 per cent of the lower-working class parents). The majority of the upper-middle class parents (54 per cent)were satisfied with nothing less than "all A's and B's" for their sons.

Item 55a: "When your son has a mental task to do such as a lesson for school, do you encourage him to work on it?"

Table 95

PARENTAL ENCOURAGEMENT OF SON TO STUDY

ITEM 55a	To Full Capacity		Hard Enough To Get By		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	37	79	7	15	3	6	47	100
U-M	40	77	1	2	11	21	52	100

Chi-square = 8.959

Significant at .05 Level

Total N = 99

Degrees of freedom = 2

The differences between the two parental groups were significant at the 5 per cent level for Item 55a. In the two social classes studied, less encouragement was given by the upper-middle class parents than by the lower-working class parents, 79 per cent of the upper-middle class parents said they encouraged their sons to work on their lessons for school compared to 94 per cent of the lower-working class parents. The majority of the parents who gave this encouragement in both groups thought that their sons should work "to full capacity" on such school tasks (77 per cent of the upper-middle class parents and 79 per cent of the lower-working class parents). It is interesting to note that more than one-fifth (21 per cent) of the upper-middle class parents did not encourage their sons to work on their lessons for school compared with only 6 per cent of the lower-working class parents.

Item 56a: "Do the teachers at school seem to encourage or pressure your son to work?"

Table 96

TEACHER ENCOURAGEMENT OF SON TO WORK

ITEM 56a	Fairly Hard Or Hard		Too Hard!		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	19	40	1	2	27	58	47	100
U-M	24	46	1	2	27	52	52	100

Chi-square = 0.330 Total N = 99

Not Significant Degrees of freedom = 2

The responses of the two sets of parents were very similar regarding this item. Over half of the parents in each group answered "no" (52 per cent in the upper-middle class and 58 per cent in the lower-working class). Slightly less than half of the parents in each group responded that the teachers at school seemed to encourage or pressure their sons to work "fairly hard or hard"

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(46 per cent of the upper-middle class parents and 40 per cent of the lower-working class parents). It was interesting to notice that only 2 per cent of the parents in each social class thought that the teachers encouraged or pressured their sons to work "too hard".

Item 57: "How much education do you think your son should have?"

Table 97

PARENTAL EXPECTATION FOR SON'S EDUCATIONAL ACHIEVEMENT

ITEM 57	"Go To College"		"Graduate From High School"		"Some High School"		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	31	66	16	34	0	0	47	100
U-M	51	98	1	2	0	0	52	100

Chi-square = 17.906 Total N = 99

Significant at .01 Level Degrees of freedom = 2

Item 57 pertains as did Items 50 and 54 to parental expectations relative to the son's educational achievement. The differences between the responses of the two parental groups were significant at the 1 per cent level. Almost all of the upper-middle class parents (98 per cent) thought that their sons should "go to college" compared to less than two-thirds (66 per cent) of the lower-working class parents. More than one-third (34 per cent) of the lower-working class parents were satisfied with high school graduation for their sons. The response "some high school" was not acceptable to any of the parents in either group. This is particularly significant when we remember that 68 per cent of the lower-working class parents did not graduate from high school and that many of the lower-working parents (28 per cent) had not even entered high school (see Table 6). Parental aspirations of the lower-working class parents for their sons' educational achievements tended to exceed by far their own educational attainments.

Item 58a: "Do you talk about college with your son?"

Table 98

CONVERSATIONS WITH SON CONCERNING COLLEGE

ITEM 58a	Quite A Bit		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	24	51	15	32	8	17	47	100
U-M	50	96	2	4	0	0	52	100

Chi-square = 26.892

Total N = 99

Significant at .01 Level

Degrees of freedom = 2

The differences between the two groups of parents were significant at the 1 per cent level for Item 58a. Almost all of the upper-middle class parents (96 per cent) did this "quite a bit" compared to slightly more than half of the lower-working class parents (51 per cent). Almost one-third of the lower-working class parents (32 per cent) said that they "sometimes" did this but nearly one-fifth of them (17 per cent) said they didn't talk about college with their sons.

Item 59: "What type of job do you think your son would be happiest
in when he grows up?"

Table 99

PARENTAL EXPECTATIONS FOR SON'S OCCUPATION

ITEM 59	"A Profession"		"A Trade Of Some Kind" (Skilled)		"Almost Any Job" (Unskilled)		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	20	43	25	53	2	4	47	100
U-M	48	92	4	8	0	0	52	100

Chi-square = 28.557 Total N = 99

Significant at .01 Level Degrees of freedom = 2

Item 59 elicited significantly different responses from the two sets of parents (significance was at the 1 per cent level). Almost all of the upper-middle class parents (92 per cent) thought that their sons would be happiest in "a profession" compared to less than half (43 per cent) of the lower-working class parents. More than half of the lower-working class parents (53 per cent) felt that their sons would be happiest in a skilled trade of some kind. It might be expected that the upper-middle class parents, most of whom were professional would choose to have their sons enter a profession. But, when we remember that the lower-working class fathers, with two exceptions, were either unskilled or semi-skilled workers (see Table 1), it is impressive that 96 per cent of these parents want their sons to at least have a skilled trade.

Item 59a: "For example (what job)?"

In Item 59a all of the parents in each social class were asked to give an example of the job, trade or profession they thought their sons would be happiest in pursuing. Choices of occupations and fields were varied in both social classes. In the upper-middle class the following occupations and fields were suggested: advertising, architect, broker, business, designer, electronics, engineer, forestry, hotel management, interior decorator, journalism, law, medicine, personnel work, salesman, scientist, sports writer, teacher, veterinarian, "work with the hands" and "a trade". In the lower-working class the occupations and fields submitted were as follows: advertising, "Air Force", auto mechanic, barber, business, carpenter, commercial art, drafting, electrician, electronics, engineering, house painter, mechanical work, nursery work, teacher, technical work, tool and die maker, welding and "working with the hands".

Parent-son relationships

Item 60a: "Do you feel close to your son?"

Table 100

PARENT-SON RELATIONSHIP, CLOSENESS

ITEM 60a	Very Close		Quite Close		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	29	62	16	34	2	4	47	100
U-M	19	36	28	54	5	10	52	100

Chi-square = 6.406

Total N = 99

Significant at .05 Level

Degrees of freedom = 2

Responses of the parents in the two different social classes were significantly different to this question. Significance was at the 5 per cent level. Upper-middle class parents did not feel as close to their sons as did the lower-working class parents. In the upper-middle class group, only 36 per cent of the parents said that they felt "very close" to their sons compared to 62 per cent in the lower-working class group. Ten per cent of the upper-middle class parents said that they didn't feel at all close to their sons whereas only 4 per cent of the lower-working class parents responded this way.

Item 61a: "Has he been a burden to you and the family financially?"

Table 101

PARENT-SON RELATIONSHIP,
FINANCIAL BURDEN ATTRIBUTED TO SON

ITEM 61a	No		Sometimes		Always		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	45	96	0	0	2	4	47	100
U-M	51	98	1	2	0	0	52	100

Chi-square = 3.130 Total N = 99

Not Significant Degree of freedom = 2

The responses of the two groups of parents were very similar in Item 61a. Almost all of the parents in both social classes (98 per cent of the upper-middle class parents and 96 per cent of the lower-working class parents) said "no". In the lower-working class group 4 per cent said their sons had "always" been a financial burden to them; none of the upper-middle class parents responded this way but 2 per cent of them claimed that their sons had "sometimes" been a financial burden.

Item 62a: "Does he make excessive demands upon your time?"

Table 102

PARENT-SON RELATIONSHIP,
DEMANDS BY SON

ITEM 62a	No		Sometimes		Always		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	45	96	2	4	0	0	47	100
U-M	50	96	2	4	0	0	52	100

Chi-square = 0.011

Total N = 99

Not Significant

Degrees of freedom = 2

The responses of both groups of parents were identical for this item; 96 per cent of the parents in each group said "no" and 4 per cent of the parents in each group said "sometimes".

Item 62b: "For example (what kinds of excessive demands upon your time)?"

This question was designed to find out what these "excessive demands" were that parents attributed to their sons in Item 62a. Since but 4 per cent of the parents in each group answered Item 62 in the affirmative, only four individual responses were recorded, two from each group. In the upper-middle class they were: "he wants to be waited on" and "we have to take him places in the car since he doesn't drive". In the lower-working class the responses recorded were: "I do more for him since he has been sickly all his life" and "he likes to be noticed".

Item 63a: "Is your son appreciative of the things you do for him?"

Table 103

PARENT-SON RELATIONSHIP, APPRECIATIVENESS BY SON

ITEM 63a	Always		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	26	55	19	41	2	4	47	100
U-M	27	52	25	48	0	0	52	100

Chi-square = 2.591

Total N = 99

Not Significant

Degrees of freedom = 2

Parental response in the two groups was quite similar to the question. Over half of the parents in each group said "always" (52 per cent of the upper-middle class parents and 55 per cent of the lower-working class parents). In the upper-middle class, 48 per cent of the parents responded "sometimes" compared to 41 per cent in the lower-working class. A few lower-working class parents (4 per cent) claimed that their sons were unappreciative of the things they did for them but none of the upper-middle class parents said this.

Item 64a: "Does he respect your wishes concerning how he should behave at home, in school and elsewhere?"

Table 104

PARENT-SON RELATIONSHIP,
BEHAVIOR OF SON

ITEM 64a	Always		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	29	62	17	36	1	2	47	100
U-M	43	83	8	15	1	2	52	100

Chi-square = 5.724

Not Significant

Total N = 99

Degrees of freedom = 2

Both sets of parents responded similarly to Item 64a. Analysis of Table 104, however, shows that upper-middle class parents responded more positively to this question than did the lower-working class parents (83 per cent of the upper-middle class group said "always"compared to 62 per cent of the lower-working class group). There appears to be more doubt in the minds of the lower-working class parents than in the minds of upper-middle class parents that their sons behave the way they wish them to.

Parental perceptions of son

Item 65a: "In comparison to other children you know about, how do you rate your own son with regard to his behavior?"

Table 105

PARENTAL COMPARISON OF SON'S BEHAVIOR
WITH THAT OF OTHER BOYS AND GIRLS

ITEM 65a	Superior		Average		Poor		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	17	36	30	64	0	0	47	100
U-M	34	65	18	35	0	0	52	100

Chi-square = 8.436 Total N = 99

Significant at .05 Level Degrees of freedom = 2

Differences were observed between the responses of the two sets of parents to this item. Considerably more upper-middle class parents than lower-working class parents rated their sons' behavior as "superior" (65 per cent of the upper-middle class parents compared to 36 per cent of the lower-working class parents). And, considerably more lower-working class parents than upper-middle class parents ranked their sons' behavior as "average" (64 per cent of the lower-working class parents compared to 35 per cent of the upper-middle class parents). Significance occurred at the 5 per cent level.

Item 65b: "In comparison to other children you know about, how do you rate your own son with regard to his over-all performance in school?"

Table 106

PARENTAL COMPARISON OF SON'S OVER-ALL PERFORMANCE IN SCHOOL WITH THAT OF OTHER BOYS AND GIRLS

ITEM 65b	Superior		Average		Poor		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	4	9	40	85	3	6	47	100
U-M	17	33	33	63	2	4	52	100

Chi-square = 8.688	Total N = 99
Significant at .05 Level	Degrees of freedom = 2

There were significant differences in the responses of the two sets of parents to this question. Upper-middle class parents rated the over-all performance of their sons in school higher than did lower-working class parents. Significance was at the 5 per cent level. Almost one-third of the upper-middle class parents (33 per cent) compared with less than one-tenth of the lower-working class parents (9 per cent) considered their sons' over-all performance in school to be "superior" and a larger majority of lower-working class parents than upper-middle class parents visualized their sons' performance as "average" (85 per cent of the lower-working class parents and 63 per cent of the upper-middle class parents).

Item 66a: "How much self-confidence does your son have when he is faced with a mental task?"

Table 107

SELF-CONFIDENCE OF SON WITH RESPECT TO MENTAL TASKS

ITEM 66a	Much		Some		Little		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	19	40	21	45	7	15	47	100
U-M	27	52	20	38	5	10	52	100

Chi-square = 1.500

Not Significant

Total N = 99

Degrees of freedom = 2

Responses of parents in the two social classes were similar with respect to this item. Upper-middle class sons, however, were visualized by their parents as slightly more confident when faced with a mental task than were the lower-working class sons by their parents.

Item 66b: "How much self-confidence does your son have when he is faced with a physical task?"

Table 108

SELF-CONFIDENCE OF SON WITH RESPECT TO PHYSICAL TASKS

ITEM 66b	Much		Some		Little		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	30	64	15	32	2	4	47	100
U-M	30	58	17	33	5	9	52	100

Chi-square = 1.161 Total N = 99

Not Significant Degrees of freedom = 2

Similar responses were recorded for the two sets of parents with respect to Item 66b. Lower-working class sons, however, were seen by their parents as having slightly more confidence with regard to a physical task than were upper-middle class sons by their parents.

Item 67a: "Does your son have any close friends?"

Table 109

CLOSE FRIENDS OF SON

ITEM 67a	Two Or More		One		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	45	96	2	4	0	0	47	100
U-M	44	84	5	10	3	6	52	100

Chi-square = 4.055 Total N = 99

Not Significant Degrees of freedom = 2

The number of close friends possessed by the sons in the two social classes wasn't significantly different. Lower-working class sons, however, tended to have more close friends than upper-middle class sons.

Item 67b: "What kinds of close friends does your son have?"

In Item 67b parents were asked to specify whether these close friends were "boys in school", "boys out-of-school","girls in school" or "girls out-of-school". The results were that upper-middle class sons had more close friends classified as "boys in school" than did lower-working class sons. On the other hand, lower-working class sons had more close friends classified as "boys out-of-school" than did upper-middle class sons. Both groups of sons had similar numbers of close friends specified as "girls in school" and "girls out-of-school".

Item 68a: "How well does he get along with boys in the neighborhood?"

Table 110

GETTING ALONG WITH BOYS IN THE NEIGHBORHOOD

ITEM 68a	Well		Average		Poorly		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	29	62	17	36	1	2	47	100
U-M	31	60	21	40	0	0	52	100

Chi-square = 1.238
Total N = 99
Not Significant
Degrees of freedom = 2

No significant differences existed as to how the sons in the two social classes "got along with boys in the neighborhood". The majority of boys in each class got along "well" with boys in the neighborhood.

Item 68b: "How well does he get along with boys at school?"

Table 111

GETTING ALONG WITH BOYS AT SCHOOL

ITEM 68b	Well		Average		Poorly		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	27	57	20	43	0	0	47	100
U-M	30	58	22	42	0	0	52	100

Chi-square = 0.001 Total N = 99

Not Significant Degrees of freedom = 2

The facility with which the sons in the two social classes got along "with boys at school" was essentially identical. The majority of sons in both social classes got along "well" with boys at school.

Item 68c: "How well does he get along with girls in the neighborhood?"

Table 112

GETTING ALONG WITH GIRLS IN THE NEIGHBORHOOD

ITEM 68c	Well		Average		Poorly		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	15	32	31	66	1	2	47	100
U-M	17	33	35	67	0	0	52	100

Chi-square = 1.118 Total N = 99.

Not Significant Degrees of freedom = 2

The majority of the sons of the two groups of parents got along "average" with "girls in the neighborhood". No significant differences occurred between the two groups of sons in this regard.

Item 68d: "How well does he get along with girls at school?"

Table 113

GETTING ALONG WITH GIRLS AT SCHOOL

ITEM 68d	Well		Average		Poorly		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	16	34	30	64	1	2	47	100
U-M	18	35	34	65	0	0	52	100

Chi-square = 1.118 Total N = 99

Not Significant Degrees of freedom = 2

The majority of the sons in both social classes got along "average" with "girls at school". No significant differences were observed between the two groups of sons with respect to Item 68d.

Item 69a: "Does he feel accepted by his classmates at school?"

Table 114

FEELING OF ACCEPTANCE BY SON OF CLASSMATES

ITEM 69a	Always Or Almost Always		Sometimes		No		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	41	87	4	9	2	4	47	100
U-M	47	90	4	8	1	2	52	100

Chi-square = 0.491

Total N = 99

Not Significant

Degrees of freedom = 2

The sons in the two different social classes experienced a similar degree of acceptance by their classmates at school. Almost all of the sons in each group (90 per cent of the upper-middle class sons and 87 per cent of the lower-working class sons) "always or almost always" felt accepted by their classmates at school. No significant differences were found between the two groups of sons with respect to this item.

Item 70a: "Over the years how often has he been in good health?"

Table 115

HEALTH OF SON

ITEM 70a	Always		Usually		Never		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	28	60	17	36	2	4	47	100
U-M	35	67	16	31	1	2	52	100

Chi-square = 0.891

Total N = 99

Not Significant

Degrees of freedom = 2

There were no significant differences found between the conditions of health of the two sets of sons over the years. The majority of sons in both groups had always been in good health.

Item 71: "How often is he satisfied with and interested in what goes on in his classes at school?"

Table 116

SATISFACTION WITH AND INTEREST IN SCHOOL BY SON

ITEM 71	Always (Most Of The Time) No.	%	Sometimes No.	%	Never (Seldom) No.	%	Total No.	%
L-W	21	45	25	53	1	2	47	100
U-M	38	73	12	23	2	4	52	100

Chi-square = 9.571

Total N = 99

Significant at .01 Level

Degrees of freedom = 2

The two groups of sons differed significantly in their satisfactions with and interest in what went on in their classes at school. A large majority of the upper-middle class sons (73 per cent) were "always" or most of the time satisfied with and interested in what went on in their classes at school compared to less than half (45 per cent) of the lower-working class sons. A majority of the lower-working class sons (53 per cent) were only "sometimes" satisfied and interested compared with 23 per cent of the upper-middle class sons. Significance was at the 1 per cent level.

Item 72a: "Does he express dissatisfaction about not being able to dress as well as his classmates?"

Table 117

DISSATISFACTION WITH DRESS BY SON

ITEM 72a	No		Sometimes		Always (This Bothers Him A Lot)		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	40	85	6	13	1	2	47	100
U-M	46	88	6	12	0	0	52	100

Chi-square = 1.169 Total N = 99

Not Significant Degrees of freedom = 2

A very large majority of both groups of sons (88 per cent of the upper-middle class sons and 85 per cent of the lower-working class sons) expressed no dissatisfaction about not being able to dress as well as their classmates. No significant differences occurred between the two groups with respect to this item.

Item 73: "How well does he work under pressure, i.e., when heavy demands for mental performance are placed upon him?"

Table 118

MENTAL PERFORMANCE BY SON UNDER PRESSURE

ITEM 73	Very Well		Average		Below Average		Total	
	No.	%	No.	%	No.	%	No.	%
L-W	18	38	26	56	3	6	47	100
U-M	20	38	31	60	1	2	52	100

Chi-square = 1.295 Total N = 99

Not Significant Degrees of freedom = 2

The behaviors of the two groups of sons were not significantly different when heavy demands for mental performance were placed upon them. According to the parents the majority of sons in both groups did "average" work under pressure (60 per cent of the upper-middle class sons compared to 56 per cent of the lower-working class sons). Thirty-eight per cent of both groups sought a challenge and worked "very well" under pressure.

Summary

In all Broad Areas of this investigation except Broad Area VIB, school-reinforcement behaviors held by the two groups of parents were different. An analysis of the items of the interview schedule, except those included above under "Broad Areas in Which School-Reinforcement Behaviors Held by the Two Groups of Parents Were Similar", are presented here.

Broad Area I - Provision of Educational Experiences by the Family:

Upper-middle class parents took their sons to considerably more places than did lower-working class parents and before going places with their sons, upper-middle class parents were more inclined to talk with them "about what might happen there or about what they were going to see" than were the lower-working class parents. Sons in the upper-middle class were members of many more young people's groups than were lower-working class sons. It was observed that 62 per cent of the lower-working class sons were not members of any young people's groups whereas only 29 per cent of the upper-middle class sons were non-joiners.

With about equal frequency, the parents of both social classes talked with their sons about what they did or about what they saw after they came home from going places together. This similarity is moderated,of course, by the fact that upper-middle class parents took their sons more places than lower-working class parents.

There were no significant differences between the two groups of sons with regard to the number of hobbies they had. A large majority of the sons in each group had at least one, and more than half of the sons in both social classes had two or more hobbies. There was a tendency, however, for upper-middle class sons to have more hobbies than lower-working class sons.

The sons in both social classes spent about an equivalent amount of time on non-scholastic type hobbies; 79 per cent of the upper-middle class sons and 70 per cent of the lower-working class sons spent one or more hours per week on this type of hobby. Even though there were no significant differences between the two groups of sons with respect to Item 11d, upper-middle class sons had a tendency to spend more time on the non-scholastic type hobby than did the lower-working class sons.

Broad Area II - Parental Assistance with Required Homework:

There was more often a place set aside in the home of the upper-middle class family as a study area for their son than in the lower-working class home.

A large percentage of parents in both social classes made no attempt to see that it was quiet when their sons were trying to study and the majority of parents in both social classes did not help their sons with homework. It was interesting to notice, however, that upper-middle class parents showed more of a tendency to provide assistance with required homework than did the lower-working class parents.

Broad Area III - Reading Experiences outside the School:

A large majority of the hobbies in both social classes were not of a scholastic nature. The differences between the numbers of such hobbies participated in by both groups of sons were not significant but there was a slight tendency for the upper-middle class sons to have more hobbies of a scholastic nature. The lower-working class sons, however, spent more hours per week on this type of hobby than did upper-middle class sons.

A large majority of sons in both groups read outside of their regular school work. Upper-middle class sons, however, spent more time than did lower-working class sons studying things outside the school which did not constitute just the completion of school assignments. Upper-middle class sons owned considerably more books than did lower-working class sons. Both groups of sons went to a library outside of school hours with about equal frequency but there was a tendency for the upper-middle class son to do this more often than the lower-working class son. Sons in both social classes tended not to read aloud to their parents but there was a trend toward more positive response in the upper-middle class. There were no significant differences between the two social classes in the mothers' estimates of the numbers of books read last year by their sons but the estimates were slightly higher in the upper-middle class. The sons in both social classes read the newspaper with about equal frequency but upper-middle class sons tended to do more newspaper reading than lower-working class sons. The sons in both social classes read the newspaper in about equal depth but once again there was a trend toward more positive behavior on the part of the upper-middle class sons. Upper-middle class sons were slightly more inclined to read magazines than were lower-working class sons even though no significant differences existed between the two groups in this regard. Magazines which appealed to the upper-middle class boy also appealed to the lower-working class boy and vice versa. There was more of an inclination, however, toward the "intellectual" subject content in the upper-middle class than in the lower-working class. On the other hand, the lower-working class son more than the upper-middle class son tended to favor literature dealing with the mechanical aspect of things. More variety was observed in the upper-middle class regarding the magazines read regularly by the two groups of sons; a total of thirty-four titles of magazines were recorded for upper-middle class sons compared with twenty-seven titles for lower-working class sons.

Broad Area IV - Parental Interest in Son's School Activities:

Upper-middle class sons more often had school homework to do than did lower-working class sons. Upper-middle class sons devoted more time per week to their studies than did lower-working class sons. The sons in neither social class tended to show objection to doing their homework but this finding is moderated by the fact that upper-middle class sons more often had homework to do than did lower-working class sons.

Upper-middle class parents talked more often with their sons about things that happened at school than did lower-working class parents; they more often talked with them "about the kinds of things his class was doing" and "about special activities like movies or special programs he has seen at school" than did lower-working class parents.

When the sons had problems or troubles at school, upper-middle class parents were more inclined to talk with their sons about them than were lower-working class parents. With about equal frequency both sets of sons showed their parents papers or projects they had done at school.

Both sets of parents responded similarly to the question: "Do the teachers at school seem to encourage or pressure your son to work?" Over half of the parents in each group answered "no". Slightly less than half of the parents in each group answered "fairly hard or hard". Only one parent in each group said "too hard".

Upper-middle class parents more often talked with their sons about college than did lower-working class parents.

Broad Area V - Family Contacts with School Personnel and Family Participation in School Activities for Parents:

During the last three years, upper-middle class parents had been to school much more often than the lower-working class parents. In a supplementary question, Item 30b, the parents were asked to specify the functions they attended there. It was learned that many more upper-middle class parents than lower-working class parents attended the P.T.A. and that many more lower-working class parents than upper-middle class parents participated in the counseling functions of the school. There seemed to be more of a tendency for the lower-working class sons than for the upper-middle class sons to be at odds with school authorities and it is likely that this promoted extensive use of counseling facilities by the lower-working class parents.

During the last three years, upper-middle class parents had been to school to attend a special class, club or group for parents much more often than the lower-working class parents. During this period, upper-middle class parents had also worked much more often than lower-working class parents as volunteer helpers at some school project or program.

Broad Area VIA - Methods of Motivation and Control of Son's Behavior,

Motivation Techniques:

Upper-middle class parents encouraged their sons more to save money than did lower-working class parents. Upper-middle class parents more often encouraged their sons to join young people's groups and to take part in extracurricular activities at school than did lower-working class parents.

A high percentage of parents in each social class, about half in each case did not encourage their sons to bring work home from school, but on the other hand, almost all of the parents in each social class tried to explain to their sons "why he should work hard in school".

Both sets of parents with similar frequency encouraged their sons to read but upper-middle class fathers did more reading than lower-working class fathers and upper-middle class mothers read more books, newspapers and magazines than lower-working class mothers.

Neither parental group was inclined to use some person as an example of how they wanted their sons to be.

Almost all of the parents in each social class encouraged their sons to get good marks. When the sons had a lesson to do for school a large majority of the parents in each group, over three-quarters of each group, encouraged their sons to work on it "to full capacity" but lower-working class parents gave more encouragement to their sons in this regard than did upper-middle class parents. As was mentioned above, however, almost all of the upper-middle class parents talked with their sons "quite a bit" about college compared to slightly more than half of the lower-working class parents.

Broad Area VII - Parental Expectations Relative to Son's Educational Achievement:

A higher parental expectation relative to their sons' educational achievement was observed for the upper-middle class parents compared with the lower-working class parents in terms of school marks, how much education their sons should have and the occupations they should pursue.

Broad Area VIII - Reported Conversations with Son by the Parent:

An analysis of the items in Broad Area VIII indicated that more conversation occurred between parents and sons in the upper-middle class than in the lower-working class.

Broad Area IXA - Additional Perceptions by the Parents Concerning Themselves:

An analysis of the items in Broad Area IXA indicated that upper-middle class parents perceived themselves as having more positive school-reinforcement behaviors than did lower-working class parents.

An interesting difference was observed between the responses of the two sets of parents to the question: "Do you feel close to your son?" Upper-middle class parents did not feel as close to their sons as did the lower-working class parents.

Broad Area IXB - Additional Perceptions by the Parents Concerning Their Son:

An analysis of the items in Broad Area IXB indicated that the upper-middle class parents held more positive perceptions concerning their sons than did lower-working class parents.

It is interesting to note, however, that parents in neither social class felt that their sons had been a burden financially or had made excessive demands upon their time. Both sets of parents thought their sons were appreciative of the things they did for them and that their sons respected their wishes concerning how they should behave at home, in school and elsewhere. There appeared to be more doubt though in the minds of the lower-working class parents that their sons behaved the way they wished them to. When,in fact, the parents in both social classes were asked to compare their son's behavior with that of other children they were acquainted with, upper-middle class parents rated their son's behavior higher than did lower-working class parents.

When both sets of parents were asked to rate their son's overall performance in school with that of other children they knew about, upper-middle class parents ranked their son's performance in school higher than did lower-working class parents.

When asked how much self-confidence their sons displayed when faced with both mental and physical tasks, both groups of parents responded similarly. Upper-middle class sons, however, were visualized by their parents as slightly more confident when faced with mental tasks than were lower-working class sons by their parents. On the other hand, lower-working class sons were seen by their parents as having slightly more confidence with regard to physical tasks than were upper-middle class sons by their parents.

The number of close friends possessed by the sons in the two social classes wasn't significantly different but lower-working class sons tended to have more close friends than upper-middle class sons. In a supplementary item it was interesting to notice that upper-middle class sons had more close friends who were "boys in school" than did lower-working class sons and that lower-working class sons had more close friends who were "boys out-of-school" than did upper-middle class sons.

No significant differences existed as to how well the sons in the two social classes got along with boys in the neighborhood, with boys at school, with girls in the neighborhood or with girls at school. The sons in the two different social classes experienced a similar degree of acceptance by their classmates at school.

The two groups of sons differed significantly in their satisfactions with and interest in what went on in their classes at school. Nearly three-fourths of the upper-middle class sons were "always" or most of the time satisfied with and interested in what went on in their classes at school compared to less than half of the lower-working class sons. A majority of the lower-working class sons were only "sometimes" satisfied with and interested in what went on in their classes at school. Neither group of sons expressed dissatisfaction about not being able to dress as well as their classmates and the behaviors of the two groups of sons were not significantly different when heavy demands for mental performance were placed upon them.

There were no significant differences found between the conditions of health of the two sets of sons over the years.

Relationships among Broad Areas within Social Classes

The degree of relationship between the responses of parents in the various Broad Areas of investigation within each social class was determined by the Pearson product-moment method. These intercorrelations of subscores are recorded for the upper-middle class parents and for the lower-working class parents in this section.

Upper-middle class parents

In the case of upper-middle class parents there were, with few exceptions, significant interrelationships between Broad Areas (Table 119).[1] The exceptions are as follows:

1. Broad Area VII, "Parental Expectations Relative to Son's Educational Achievement", was not interrelated with any of the other Broad Areas. That is to say, there seemed to be no relationship in the upper-middle class between parental school-reinforcement behaviors and parental expectations concerning their sons' educational achievement.
2. Significant relationships did not occur between Broad Area VIB, "Methods of Motivation and Control of Son's Behavior, Control Techniques", and Broad Areas I, II, III, IV, VII and IXB. Lack

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[1] A significant interrelationship was defined as an interrelationship having a correlation coefficient greater than or equal to .28.

Table 119

INTERCORRELATION OF SUBSCORES BETWEEN BROAD AREAS FOR UPPER-MIDDLE CLASS PARENTS, CORRELATION COEFFICIENTS

Broad Area

Broad Area	I	II	III	IV	V	VIA	VIB	VII	VIII	IXA	IXB
I	1.00										
II	.33	1.00									
III	.40	.40	1.00								
IV	.40	.37	.35	1.00							
V	.42	.47	.37	.50	1.00						
VIA	.44	.43	.23	.29	.38	1.00					
VIB	.26	.11	.08	.25	.29	.53	1.00				
VII	.04	-.05	-.10	.04	.05	.06	-.08	1.00			
VIII	.71	.45	.40	.62	.53	.76	.70	.01	1.00		
IXA	.69	.55	.38	.64	.63	.81	.68	.08	.96	1.00	
IXB	.53	.41	.64	.59	.49	.36	.21	.23	.56	.57	1.00

Total N = 52

Degrees of freedom = 50

of correlation with the first four Broad Areas was understandable but it was surprising that methods used by parents to control their son's behavior were not significantly related either to perceptions held by them concerning their sons or to "Parental Expectations Relative to Son's Educational Achievement".

3. Motivation techniques used by upper-middle class parents with regard to their sons (Broad Area VIA) were not significantly correlated with Broad Area III "Reading Experiences outside the School". Upper-middle class parents it seemed did not motivate their sons through planned reading experiences for them outside the school.

Highest degrees of association were found between Broad Area IXA, "Additional Perceptions by the Parents Concerning Themselves" and Broad Areas VIII, "Reported Conversations with Son by the Parent", and VIA, "Methods of Motivation and Control of Son's Behavior, Motivation Techniques". In other words, how they perceived themselves as behaving toward their sons and how they actually responded to items in Broad Areas VIII and VIA were highly correlated.

High degrees of association were found between Broad Areas VIII, IXA and IXB with other Broad Areas. "Reported Conversations with Son by the Parent" (Broad Area VIII) had high positive correlations with Broad Areas I "Provision of Educational Experiences by the Family", IV "Parental Interest in Son's School Activities", V "Family Contacts with School Personnel and Family Participation in School Activities for Parents", VIA "Methods of Motivation and Control of Son's Behavior, Motivation Techniques", VIB "Methods of Motivation and Control of Son's Behavior, Control Techniques", IXA "Additional Perceptions by the Parents Concerning Themselves", IXB "Additional Perceptions by the Parents Concerning Their Son". "Additional Perceptions by the Parents Concerning Themselves" (Broad Area IXA) had high positive interrelationships with Broad Areas I "Provisions of Educational Experiences by the Family", II "Parental Assistance with Required Homework", IV "Parental Interest in Son's School Activities", V "Family Contacts with School Personnel and Family Participation in School Activities for Parents", VIA "Methods of Motivation and Control of Son's Behavior, Motivation Techniques", VIB "Methods of Motivation and Control of Son's Behavior, Control Techniques", and IXB "Additional Perceptions by the Parents Concerning Their Son". "Additional Perceptions by the Parents Concerning Their Son" (Broad Area IXB) was highly associated with Broad Areas I "Provision of Educational Experiences by the Family", III "Reading Experiences outside the School", and IV "Parental Interest in Son's School Activities".

Broad Areas VIA "Methods of Motivation and Control of Son's Behavior, Motivation Techniques", and VIB "Methods of Motivation and Control of Son's Behavior, Control Techniques" also had a high degree of association with one another.

Lower-working class parents

With the lower-working class parents there existed less association between Broad Areas than in the case of upper-middle class parents (Table 120).[1] Lack of significant interrelationship was observed between:

1. Broad Area II, "Parental Assistance with Required Homework", and all other Broad Areas except IXA, "Additional Perceptions by the Parents Concerning Themselves", in which case the association was significant. In other words, lower-working class parents perceived their behaviors correctly with respect to the assistance they gave their sons with homework but these behaviors, concerning "Parental Assistance with Required Homework", bore no relationship to the school-reinforcement behaviors of these parents exerted in the other Broad Areas.
2. Interrelationship was not significant between "Parental Expectations Relative to Son's Educational Achievement" (Broad Area VII) and most other Broad Areas; the exceptions were Broad Areas IV, IXA and IXB, and in these cases degree of association was significant. In the lower-working class "Parental Expectations Relative

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[1] A significant interrelationship was defined as an interrelationship having a correlation coefficient greater than or equal to .29.

Table 120

INTERCORRELATION OF SUBSCORES BETWEEN BROAD AREAS FOR LOWER-WORKING CLASS PARENTS, CORRELATION COEFFICIENTS

Broad Area	I	II	III	IV	V	VIA	VIB	VII	VIII	IXA	IXB
I	1.00										
II	.25	1.00									
III	.26	.09	1.00								
IV	.46	.21	.28	1.00							
V	.28	.09	.50	.40	1.00						
VIA	.51	.10	.32	.34	.50	1.00					
VIB	.29	.21	.11	.22	.13	.31	1.00				
VII	.04	-.03	.14	.33	.02	.21	.13	1.00			
VIII	.79	.21	.28	.65	.33	.67	.65	.23	1.00		
IXA	.76	.30	.36	.67	.49	.78	.62	.29	.95	1.00	
IXB	.44	.24	.81	.50	.46	.34	.25	.47	.47	.55	1.00

Total N = 47

Degrees of freedom = 45

to Son's Educational Achievement" was not significantly related to "Provision of Educational Experiences by the Family", "Parental Assistance with Required Homework", "Reading Experiences outside the School", "Family Contacts with School Personnel and Family Participation in School Activities for Parents", "Methods of Motivation and Control of Son's Behavior", Motivation Techniques", "Methods of Motivation and Control of Son's Behavior, Control Techniques", or "Reported Conversations with Son by the Parent". This means that lower-working parents did not exhibit school-reinforcement behaviors that would have helped their sons achieve what they expected of them, or, that no relationships existed between what these parents expected of their sons academically and what these parents contributed to the achievement potentials of their sons.

3. Techniques used by lower-working class parents to control their sons' behavior (Broad Area VIB) revealed no significant associations with Broad Areas II, III, IV, V, VII, or IXB. The interesting point here was that control techniques used by lower-working class parents were related neither to perceptions concerning their sons' nor to expectations relative to their sons' educational achievement.

4. Reading experiences had by lower-working class sons outside the school (Broad Area III) lacked significant association with "Provision of Educational Experiences by the Family" (Broad Area I), "Parental Assistance with Required Homework" (Broad Area II), "Parental Interest in Son's School Activities" (Broad Area IV), "Methods of Motivation and Control of Son's Behavior, Control Techniques" (Broad Area VIB), and "Reported Conversations with Son by the Parent" (Broad Area VIII). It was concluded that lower-working class families did not encourage improvement in the reading abilities of their sons through the obvious avenues available to them in this area.

Highest degrees of association were found between Broad Areas VIII and IXA, "Reported Conversations with Son by the Parent" and "Additional Perceptions by the Parents Concerning Themselves" and between Broad Areas III and IXB, "Reading Experiences outside the School" and "Additional Perceptions by the Parents Concerning Their Son".

High degrees of association were also found between Broad Area VIII, "Reported Conversations with Son by the Parent" and Broad Areas I, "Provision of Educational Experiences by the Family", IV "Parental Interest in Son's School Activities", VIA Methods of Motivation and Control of Son's Behavior, Motivation Techniques", and VIB "Methods of Motivation and Control of Son's Behavior, Control Techniques".

Broad Area IXA, "Additonal Perceptions by the Parents Concerning Themselves" was highly correlated with Broad Areas I "Provision of Educational Experiences by the Family", IV "Parental Interest in Son's School Activities", VIA "Methods of Motivation and Control of Son's Behavior, Motivation Techniques", VIB "Methods of Motivation and Control of Son's Behavior, Control Techniques" and IXB "Additional Perceptions by the Parents Concerning Their Son". It was interesting to note that techniques used by the lower-working class parent to control their son's behavior (Broad Area VIB) were highly related to "Reported Conversations with Son by the Parent" (Broad Area VIII) and perceptions by the parents concerning themselves (Broad Area IXA). It was also interesting to note that Broad Area VIA, "Methods of Motivation and Control of Son's Behavior, Motivation Techniques" was highly related to Broad Area I, "Provision of Educational Experiences by the Family".

Summary

From the intercorrelations of subscores it was concluded that:

1) In both social classes there was a definite discrepancy between parental school-reinforcement behaviors and parental

expectations concerning their sons' educational achievement, parental expectations tending to be higher than parental school-reinforcement behaviors warranted in each case.

2) In the lower-working class, however, there was a positive relationship between "Parental Expectations Relative to Son's Educational Achievement" and perceptions by the parents concerning their sons, a phenomenon which did not occur in the upper-middle class.

3) In neither social class were the methods used by the parents to control their sons' behavior highly associated with perceptions held by these parents concerning their sons.

4) In both social classes there were high degrees of correlation between the conversations parents had with their sons and Broad Areas I, IV, V, VIA, VIB, IXA and IXB.

5) In both social classes there was a high degree of association between how the parents perceived themselves as behaving and how they actually behaved with respect to all Broad Areas except Broad Area VII, "Parental Expectations Relative to Son's Educational Achievement".

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Purpose of the Study

The purpose of this study was to determine if the school-related attitudes and behaviors of parents in the lower-working class were similar to those of parents in the upper-middle class when both sets of parents had sons who were successful in high school.

Summary of Procedures

Population defined

The population of this study consisted of families living in two relatively small midwestern cities who had at least one son enrolled in the secondary school of their community at the eleventh or twelfth grade levels.

Location of the population

The school records of all male students in good standing at these grade levels served to identify the population of this study. Success in school was defined as a student who was being retained in school "in good standing".

Selection of the two subsamples

Within this sample, two subsamples were identified, namely, upper-middle class parents and lower-working class parents. From school records and from information gained through direct contacts with employers and social agencies, the population was categorized in terms of social class according to the following systematic plan:

1. The occupation of the breadwinner was used to identify the social class to which each family most probably belonged.
2. Warner's "Index of Status Characteristics" (I.S.C.) was used to further substantiate family characterization according to social class whenever step 1. seemed inadequate in the social class determination of a family.

There were fifty-two parents in the upper-middle class subsample and forty-seven parents in the lower-working class subsample.

Assessment of parental school-related attitudes and behaviors

An interview schedule of 124 items constructed by this researcher was administered to the mothers in both experimental groups. Items in the interview schedule were grouped under eleven Broad Areas of investigation. These Broad Areas were respectively:

I. Provision of Educational Experiences by the Family

II. Parental Assistance with Required Homework

III. Reading Experiences outside the School

IV. Parental Interest in the Son's School Activities

V. Family Contacts with School Personnel and Family Participation in School Activities for Parents

VI. Methods of Motivation and Control of the Son's Behavior

    A. Motivation Techniques

    B. Control Techniques

VII. Parental Expectations Relative to the Son's Educational Achievement

VIII. Reported Conversations with the Son by the Parent

IX. Additional Perceptions by the Parents Concerning

    A. Themselves

    B. Their Son

The interview schedule was reviewed by five qualified experts. Pilot runs were made with the interview schedule, using both lower-working and upper-middle class parents, in order to discover and correct any ambiguities or difficulties that might be present in the instrument.

Administration of the interview schedule for parents

The interviews were conducted by trained professional interviewers. In each case, the mother was chosen as the subject of the interview.

Scoring the interview schedule

Items comprising the Broad Areas of the interview schedule contained three possible choices ranging from least favorable to most favorable. Responses registered in these categories were weighted 1, 2 and 3 respectively. A low total score for all items on the schedule indicated unfavorable parental school-reinforcement behaviors whereas a high total score indicated favorable parental school-reinforcement behaviors.

Testing the hypothesis

The hypothesis of this study was: the school-related attitudes and behaviors of parents in the lower-working class are similar to those of parents in the upper-middle class when both sets of parents have sons who are successful in school.

The analysis of the attitudes and behaviors of parents was made by a three-step analysis, namely, a broad area analysis, an item analysis and an analysis of the relationships among Broad Areas within the two social classes. The t Test of Significance, the Chi-square Test of Significance and the Pearson product-moment method were the statistical measures used in this analysis.

Summary of Results

Broad Areas differentiated

The parental responses of the two social classes were compared with respect to each Broad Area. The t Test of Significance was employed to determine if the responses of the two groups were similar or dissimilar. On the basis of the t-ratios the hypothesis was rejected for all Broad Areas except Broad Area VIB, in which case the hypothesis was accepted. The responses of the two groups were dissimilar in:

Broad Area I - Provision of Educational Experiences by the Family

Broad Area II - Parental Assistance with Required Homework

Broad Area III - Reading Experiences outside the School

Broad Area IV - Parental Interest in the Son's School Activities

Broad Area V - Family Contacts with School Personnel and Family Participation in School Activities for Parents

Broad Area VIA - Methods of Motivation and Control of the Son's Behavior, Motivation Techniques

Broad Area VII - Parental Expectations Relative to Son's Educational Achievement

Broad Area VIII- Reported Conversations with the Son by the Parent

Broad Area IXA - Additional Perceptions by the Parents Concerning, Themselves

Broad Area IXB - Additional Perceptions by the Parents Concerning, Their Son

Differences were significant at the 5 per cent level in Broad Areas II and III and at the 1 per cent level in all the rest. It can be stated with confidence that the parents in both social classes tended to hold dissimilar attitudes and to exercise different behaviors with respect to their sons concerning these Broad Areas.

The responses of the two groups were similar in Broad Area VIB, namely, "Methods of Motivation and Control of Son's Behavior, Control Techniques". It can be stated with confidence that the parents in both social classes tended to exercise the same or similar control techniques with regard to their sons' behavior.

Item analysis within Broad Area VIB, Methods of Motivation and Control of Son's Behavior, Control Techniques

The parental responses of the two social classes were compared with respect to each item in Broad Area VIB. The Chi-square Test of Significance was employed to determine if the responses of the two groups were similar or dissimilar.

The results were that there were no significant differences between the school-related attitudes and behaviors of the parents in the two social classes in twenty of the twenty-three items comprising Broad Area VIB.

Upper-middle class parents and lower-working class parents praised their son for his achievements. When his performance was unsatisfactory either at home or in school they tried to help.

The parents in both social classes were inclined to praise but not to criticise their son in the presence of relatives or friends.

When the upper-middle class parents and the lower-working class parents discussed things with their son, "he took his turn in the discussion" and they allowed him "to have his say within reason". When he expressed ideas contrary to those of his parents, both upper-middle and lower-working class parents discussed the pros and cons of the matter as objectively as possible with their son and allowed him perfect freedom to believe what he wanted to.

The parents in both social classes "always" required their son to keep them informed of his where-abouts and of his out-of-school activities. They attempted to control their son's behavior by "telling him of the good or bad things that would happen if he did something". They were inclined "to mention the Scriptures or religious teachings as reasons why he should do as they wished". They were inclined to threaten him with some kind of punishment if he didn't behave but neither group resorted to physical punishment when he misbehaved.

The three differences found between the two groups in this Broad Area were (1) that the upper-middle class parents were more inclined "to tell their son what was expected of him and to see to it that he lived up to those expectations" than were the lower-working class parents; (2) the upper-middle class parents more often offered their son some kind of reward on the condition that he would do as they wished; (3) the upper-middle class parents more often insisted that their son set aside a definite period in the evening to be used as study time.

Item analysis within Broad Areas other than Broad Area VIB

The parental responses of the two social classes were compared with respect to each item in the other Broad Areas.

The results were that there were significant differences between the school-related attitudes and behaviors of the parents in the two social classes.

Broad Area I - Provision of Educational Experiences by the Family:

Upper-middle class parents took their sons to more places than did lower-working class parents and before going places with their sons upper-middle class parents were more inclined to talk with them "about what might happen there or about what they were going to see" than were the lower-working class parents. Sons in the upper-middle class were members of many more young people's groups than were lower-working class sons.

There were no significant differences, however, between the two groups of sons with regard to the number of hobbies they had. A large majority of the sons in each group had at least one, and more than half of the sons in both social classes had two or more hobbies.

Broad Area II - Parental Assistance with Required Homework:

There was more often a place set aside in the home of the upper-middle class family as a study area for their son than in the lower-working class home. It was interesting to note, however, that a large percentage of parents in both social classes made no attempt to see that it was quiet when their sons were trying to study and that the majority of parents in both social classes did not help their sons with homework.

Broad Area III - Reading Experiences outside the School:

Upper-middle class sons spent more time studying things outside the school which did not constitute just the completion of school assignments than did lower-working class sons.

A large majority of sons in both groups read outside of their regular school work but upper-middle class sons tended to do more reading than lower-working class sons. Upper-middle class sons owned considerably more books than did lower-working class sons and there were more books and more different newspapers and magazines available in the upper-middle class homes than in the lower-working class homes.

Both groups of sons went to a library outside of school hours, but upper-middle class sons were more inclined to do so than were lower-working class sons.

It was interesting to notice, however, with regard to reading experiences outside the school, that a large majority of the hobbies in both social classes were not of a scholastic nature and that the number of such hobbies participated in by both groups of sons was not significantly different.

Broad Area IV - Parental Interest in Son's School Activities:

Upper-middle class parents talked more often with their sons about things that happened at school than did lower-working class parents; they more often talked with him "about the kinds of things his class was doing" and "about special activities like movies or special programs he had seen at school" than did lower-working class parents. Upper-middle class parents were more inclined to talk with their son about problems or troubles he had at school, than were lower-working class parents. And, upper-middle class parents more often talked with their son about college than did lower-working class parents.

Upper-middle class sons devoted more time per week to their studies than did lower-working class sons.

Broad Area V - Family Contacts with School Personnel and Family Participation in School Activities for Parents:

Upper-middle class parents visited the school much more often than the lower-working class parents; they had more contacts with school personnel and more often participated in school activities than did the lower-working class parents.

Broad Area VIA - Methods of Motivation and Control of Son's Behavior,

Motivation Techniques:

Upper-middle class parents encouraged their son to save money more than did lower-working class parents.

Upper-middle class parents more often encouraged their son to join young people's groups and to take part in extracurricular activities at school than did lower-working class parents.

Both sets of parents encouraged their son to read but upper-middle class fathers did more reading than lower-working class fathers and upper-middle class mothers read more books, newspapers and magazines than lower-working class mothers.

Almost all of the parents in each social class tried to explain to their son "why he should work hard in school"; and, almost all of the parents in each social class encouraged their son to get good marks; when the son had a lesson to do for school a large majority of the parents in each group encouraged their son to work on it "to full capacity".

It was interesting to note, however, that the upper-middle class parents more often talked with their son about college than did the lower-working class parents.

Broad Area VII - Parental Expectations Relative to Son's Educational Achievement:

A higher parental expectation relative to their son's educational achievement was observed for the upper-middle class parents compared with the lower-working class parents in terms of school marks, how much education their son should have and the occupation he should pursue.

Broad Area VIII - Reported Conversations with Son by the Parent:

More conversation occurred between parents and sons in the upper-middle class than in the lower-working class.

Broad Area IXA - Additional Perceptions by the Parents Concerning Themselves:

Upper-middle class parents perceived themselves as having more positive school-reinforcement behaviors than did lower-working class parents, but it was interesting to note that upper-middle class parents did not feel as close to their sons as did the lower-working class parents.

Broad Area IXB - Additional Perceptions by the Parents Concerning Their Son:

Upper-middle class parents held more positive perceptions concerning their son than did lower-working class parents. For example, there appeared to be more doubt in the minds of the lower-working class parents than in the upper-middle class parents that their son behaved the way they wished him to. When, in fact, the parents in both social classes were asked to compare their son's behavior with that of other children they were acquainted with, upper-middle class parents rated their son's behavior higher than did lower-working class parents. Upper-middle class parents also ranked their son's performance in school higher than did lower-working class parents.

Both groups of parents responded similarly when asked how much self-confidence their son displayed when faced with both mental and physical tasks.

It was interesting to find out that the number of close friends possessed by the sons in the two social classes wasn't significantly different but that upper-middle class sons had more close friends who were "boys in school" than did lower-working class sons and that lower-working class sons had more close friends who were "boys out-of-school" than did upper-middle class sons.

No significant differences existed as to how well the sons in the two social classes"got along"with other boys and girls and the sons in the two different social classes experienced a similar degree of acceptance by their classmates at school. Neither group expressed dissatisfaction about not being able to dress as well as their classmates.

Both groups of sons appeared to display a similar degree of self-confidence when faced with mental and physical tasks and the behaviors of the two groups of sons were not significantly different when heavy demands for mental performance were placed upon them. The two groups of sons differed significantly, however, in their satisfactions with and interest in what went on in their classes at school.

Relationships among Broad Areas within social classes

The degree of relationship between the responses of parents in the various Broad Areas of investigation within each social class was determined by the Pearson product-moment method. From these intercorrelations of subscores it was concluded that:

1) In both social classes there was a definite discrepancy between parental school-reinforcement behaviors and parental expectations concerning their sons' educational achievement; parental expectations tended to be higher than parental school-reinforcement behaviors warranted in each case.

2) In the lower-working class, however, there was a positive relationship between "Parental Expectations Relative to Son's Educational Achievement" and perceptions by the parents concerning their sons, a phenomenon which did not occur in the upper-middle class.

3) In neither social class were the methods used by the parents to control their sons' behavior highly associated with perceptions held by these parents concerning their sons.

4) In both social classes there were high degrees of correlation between the conversations parents had with their sons and Broad Areas I, IV, V, VIA, VIB, IXA and IXB.

5) In both social classes there was a high degree of association between how the parents perceived themselves as behaving and how they actually behaved with respect to all Broad Areas except Broad Area VII, "Parental Expectations Relative to Son's Educational Achievement".

Conclusions

From the results of this study it was possible to make some tentative generalizations concerning the school-related attitudes and behaviors of parents in the two different social classes, namely, in the lower-working class and in the upper-middle class, who had sons who were successful in high school. The following generalizations are proposed:

1. School-reinforcement behaviors of parents concerning their sons are functions of the particular community in which these parents reside.

Evidence:

Parental school-reinforcement behaviors were more positive in Community X than in Community Y irrespective of social class.

2. School-reinforcement behaviors of lower-working class parents in a given community are functions of the school-reinforcement behaviors held in common by the upper-middle class parents in that community.

Evidence:

School-reinforcement behaviors of the upper-middle class parents in Community X were more positive than those held by the upper-middle class parents in Community Y and school-reinforcement behaviors of the lower-working class populations in the two communities varied in the same manner.

3. Parents, whose sons are successful in school, exercise similar control techniques with respect to their sons regardless of the social class to which these parents belong.

Evidence:

Parents in both the lower-working class and the upper-middle class tended to exercise similar control techniques with regard to their sons' behavior (Broad Area VIB).

4. Lower-working class families, whose sons are successful in school, have family characteristics similar to those of the upper-middle class.

Evidence:

Even though there was a tendency for the lower-working class to have larger families than the upper-middle class, the lower-working class subsample was comprised of families that were relatively small in average size and that closely approximated the average family size characteristic of the upper-middle class. There was a high intact family ratio in this lower-working class subsample, the drop-out incidence among other siblings was low and some college enrollment occurred among other siblings.

5. Lower-working class parents, whose sons are successful in school, exercise school-reinforcement behaviors with respect to their sons other than just control techniques which are similar to those exercised by upper-middle class parents with respect to their sons.

Evidence:

In several of the Broad Areas investigated in this study similar school-related attitudes and behaviors of parents were noted in both subsamples. For example, lower-working class parents encouraged the development of hobbies (Broad Area I) and they encouraged their son to read (Broad Areas III and VIA). They encouraged him to get good marks (Broad Area VIA) and had high expectations for his educational and occupational achievements relative to their own (Broad Area VII).

6. Lower-working class sons, who are successful in school, hold many attitudes and behaviors in common with upper-middle class sons.

Evidence:

These lower-working class sons "got along" well with other boys and girls both in the neighborhood and at school. They felt accepted by their classmates at school and they had close friends.

They were appreciative of what their parents did for them and respected their parents' wishes concerning how they should behave at home, in school and elsewhere.

They enjoyed hobbies and did much reading outside of their regular school work.

They showed self-confidence when faced with both mental and physical tasks and performed well when heavy demands for mental performance were placed upon them.

7. Parental expectations tend to be higher than parental school-reinforcement behaviors exercised by the parents warrant regardless of social class.

Evidence:

Support for this generalization and for generalizations 8, 9, and 10 were found in the study of relationships among Broad Areas within both social classes of in the intercorrelations of subscores.

8. There are discrepancies between perceptions held by parents concerning their sons and the methods used by parents to control their sons' behavior regardless of social class.
9. Perceptions held by lower-working class parents concerning their sons are positively related to their expectations relative to their sons' educational achievement.
10. Perceptions held by upper-middle class parents concerning their sons are not positively related to their expectations relative to their sons' educational achievement.

Conjectures

Since this study was an attempt to gain insights which might help solve the problem of lower-economic youth leaving school early, some conjectures in this regard seem appropriate.

There appear to be reasons why the lower-working class sons involved in this study had not dropped out of school. First, these families had characteristics similar to those of upper-middle class families. For example, family factors such as average family size and intact family ratio approximated those in the upper-middle class, dropout incidence was also low among siblings and some college enrollment occurred among siblings in the lower-working class. Second, the lower-working class parents exercised control techniques with regard to their sons' behavior which were similar to those used by the upper-middle class parents with their sons. For example, they required their son to keep them informed of his where-abouts and of his out-of-school activities. They were inclined to threaten him with some kind of punishment if he didn't behave and to carry out this punishment if necessary. They were not inclined to resort to physical punishment in the event of misbehavior and they allowed freedom of expression in the home and carried on discussions with their son. Third, the lower-working class parents exercised school-reinforcement behaviors other than just control techniques which were similar to those exercised by the upper-middle class parents. For example, the lower-working class parents tried to explain to their son why he should work hard in school, they encouraged him to get good marks, they encouraged him to have hobbies and to read. They also had high expectations for their son's educational and occupational achievements relative to their own. Fourth, the lower-working class sons held many attitudes and behaviors in common with the upper-middle class sons. For example, they enjoyed hobbies and read outside of their regular school work, they were self-confident when faced with both mental and physical tasks, their peer relationships were rewarding and they showed respect for their parents.

In summary, one might speculate that the reason why these lower-working class sons remained in school was that the character of these families together with the attitudes held and behaviors expressed not only by the parents but also by the sons approached the standards characteristic of the upper-middle class.

Recommendations

Finally, in view of the findings of this study, some recommendations for further research seem justified.

First, many of the sons in both social classes were only "sometimes" or "seldom" interested in or satisfied with what went on in their classes at school. The problem may have stemmed from rigidity of the curriculum of each social class. Effects and results of more flexible curriculum selection by the students irrespective of social class needs to be determined.

Second, this study has called into question some of our ideas about the attitudes and behaviors of lower-working class parents with respect to their sons. For example, on the basis of current literature, we tend to characterize the lower-working class as being prone to administer physical punishment to their children in response to misbehavior. We have come to believe that this mode of punishment is not exercised by upper-class parents and that method of punishment is a function of class. In this study, this proposition is called into question at least for lower-working class parents whose sons are successful in school. We have come to believe also that there is more of a feeling of closeness between the parents and their children in the upper-middle class home than in the lower-working class home. This did not prove to be the case in this study; the reverse, in fact, was true and to a significant degree. The opinion also prevails in the literature that upper-middle class parents more often encourage their children to study than do lower-working class parents. In this investigation lower-working class parents encouraged their sons to study, and their efforts in this regard tended to exceed those of upper-middle class parents. These matters need further investigation.

Third, it appears that parents share in different types of recreational activities with their sons depending on social class. It was found in this investigation that the majority of upper-middle class parents who took their sons to various places chose sports events of one kind or another or sports-related activities whereas the lower-working class parents who took their sons to various places engaged in "show type" activities as well as in sports-related activities and with about equal frequency. The subject of recreational preferences of families in the various social classes should receive further study.

In conclusion, this study has called into question some of our preconceived notions concerning the attitudes and behaviors of parents in the lower-working class. It has also cast suspicion on some of our beliefs about the attitudes and behaviors of lower-working class sons. It is implied that there are differences within the lower-working class itself and that it may be these differences that promote or fail to promote the success of lower-working class sons in school.

APPENDIX A

INTERVIEW SCHEDULE

INTERVIEW SCHEDULE

PARENTS OF MALE HIGH SCHOOL STUDENTS

Interviewer's Name ______________________________

Interviewee's Number ____________________________

Date ____

INTERVIEW WITH PARENTS

CONTENTS

		Questions
I.	Provision of Educational Experiences by the Family	1a-h,2a,3a,6,11a,11d
II.	Parental Assistance with Required Homework	8e,8g,8h
III.	Reading Experiences outside the School	11b,11c,12a,13a,14a,15a,16a, 22,23a,23b,24a
IV.	Parental Interest in Son's School Activities	8a,8c,8d,25a,26a,27a,28a, 29a,56a,58a
V.	Family Contacts with School Personnel and Family Participation in School Activities for Parents	30a,30c,30d
VI.	Methods of Motivation and Control of Son's Behavior	
	A. Motivation Techniques	4a-1),4a-2),5a,7a,9a,10a, 17a,18,19a,20a,20b,21a,39a, 49a,55a,58a
	B. Control Techniques	8b,31a,32,33,34,35,36a,37a, 38a,40a,41a,42a,43a,44a, 45a,46a,47a,48a,51a,51b, 52a,53a,53b
VII.	Parental Expectations Relative to Son's Educational Achievement	50,54,57,58a,59
VIII.	Reported Conversations with Son by the Parent	1a-h,2a,3a,4a-1),4a-2),5a, 7a,8b,8d,8h,9a,10a,16a,17a, 25a,26a,27a,28a,29a,31a, 32,33,34,35,36a,37a,38a, 39a.40a,41a,42a,43a,46a, 47a,48a,49a,51a,51b,52a, 53a,53b,55a,58a,71,72a

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INTERVIEW WITH PARENTS

CONTENTS

	Questions
IX. Additional Perceptions by the Parents Concerning	
A. Themselves	1a-h,2a,3a,4a-1),4a-2),5a,7a,8b,8e,8g,8h,9a,10a,17a,18,19a,20a,20b,21a,25a,26a,27a,28a,29a,30a,30c,30d,31a,32,33,34,35,36a,37a,38a,39a,40a,41a,42a,43a,44a,45a,46a,47a,48a,49a,50,51a,51b,52a,53a,53b,54,55a,56a,57,58a,59,60a
B. Their Son	4a-1),4a-2),6,8a,8c,8d,11a,11b,11c,11d,12a,13a,14a,15a,16a,22,23a,23b,24a,29a,34,56a,57,59,61a,62a,63a,64a,65a,65b,66a,66b,67a,68a,68b,68c,68d,69a,70,71,72a,73
X. Parental and Family Data	74,75a,75b,76,77
XI. Questions Repeated or Paraphrased from the Interview Schedule	78a(14a)*,79a(7a),80a(36a)

* In this notation the number in parenthesis indicates the original number of the question in the interview with parents.

INTERVIEW WITH PARENTS

Introduction

Good {morning, / afternoon, / evening,} my name is {Mr. / Miss / Mrs.} ____________________. I am associated with the University of Michigan and I am making a study of the attitudes and activities of parents who have sons who have not dropped out of school. One of the schools cooperating in this project is _______________ High School. Mr. _______________, the principal, has given me this letter to assure you of my reliability and to indicate his support of our project. (Show letter of introduction from the principal.) It is possible that you and parents like you are doing something that affects your son's education.

I should like to ask you about some of the things which you may or may not do with your son. Please understand that it is just as important for me to know what you do not do with your son as it is to know what you do do. In other words there are no right or wrong answers. By the way, all of your answers will be kept completely confidential. No one but me will ever see these answers. After I have done about a hundred of these interviews, the answers will be combined and only the total results will ever be available. (The interview begins):

1. Sometimes parents are able to take their sons to various places. Some parents, for good reasons, are not able to do this.

   In the past three (3) years how often have you (or your spouse) taken your son to the following places:

	never	once or twice	several times
a. to a lake?	___	___	___
b. to another town?	___	___	___
c. to another state?	___	___	___
d. to a foreign country? *e.g.*, Canada	___	___	___
e. to a library?	___	___	___
f. to a museum?	___	___	___
g. to a concert?	___	___	___
h. to other places?	___	___	___

i. what other places? ______________________________

IF "NEVER" IN "a" THROUGH "h", MARK "NO" IN QUESTIONS 2 AND 3 AND SKIP TO QUESTION 4.

2. Before going places like these with your son do you (or your spouse) talk with him about what might happen there or about what you are going to see?

☐ No

☐ Yes

2a. How often?

☐ sometimes

☐ usually

3. After you come home do you (or your spouse) talk with your son about what you did or about what you saw?

( ) No

( ) Yes

3a. How often?

( ) sometimes

( ) usually

4. Do you (or your spouse) encourage your son to save money?

( ) No

( ) Yes

4a. During the past three (3) years, how often has he done the following:

	never	once or twice	many times
1) put money in his bank account?	____	____	____
2) bought savings bonds?	____	____	____

5. Have you encouraged your son to join any young people's groups?

( ) No

( ) Yes

5a. In the past three (3) years, how often have you done this?

( ) once or twice

( ) many times

5b. What kinds of groups? ____________________

6. How many young people's groups is he a member of? (e.g., Scouts, choirs or singing groups, orchestras, clubs, church groups, DeMolay, athletic teams, etc.)

none ____ one or two ____ three or more ____

6a. What are these groups? ____________________

7. Do you encourage your son to take part in extracurricular activities at school?

( ) No

( ) Yes

7a. How often?

( ) sometimes

( ) often

8. Does your son ever have school homework to do?

( ) No

( ) Yes

8a. How often?

( ) once or twice a week

( ) three or more times per week

8b. Do you insist that your son set aside a definite period in the evening to be used as study time?

( ) no (IF "NO", SKIP TO 8c)

( ) yes

How often?

( ) once or twice a week

( ) three or more times per week

8c. On an average, how much time per week does your son devote to his studies outside of school?

( ) less than one hour per school night

( ) from one to two hours per school night

( ) more than two hours per school night

8d. Does your son show objection toward doing his homework?

( ) no (IF "NO", SKIP TO 8e)

( ) yes

How much?

( ) moderate objection

( ) strong objection

8e. Is there a place set aside in your home specifically as a study area for your son?

( ) no

( ) I try to arrange a satisfactory place for this

( ) yes

8f. Exactly where does he study? ____________________

8g. Do you see to it that it is quiet when he is trying to study?

( ) no

( ) yes, when I can

( ) yes, always

8h. Do you help your son with his school work?

( ) no (IF "NO", SKIP TO QUESTION 9)

( ) yes

How often?

( ) sometimes

( ) often

9. Do you encourage your son to bring work home from school?

( ) No

( ) Yes

9a. How often?

( ) sometimes

( ) often

10. Do you (or your spouse) try to explain to your son why he should work hard in school?

( ) No

( ) Yes

10a. How often?

( ) sometimes

( ) quite frequently

11. Does your son have any hobbies?

( ) No

( ) Yes

11a. How many?

( ) one

( ) two or more

11b. How many of these hobbies are of a scholastic nature, i.e., involve mental activity rather than working with the hands? (e.g., reading for enjoyment, listening to music with the purpose of reading about it or studying it, collecting stamps if the history of the stamps is studied)

( ) none (IF "NONE", MARK "NONE" IN 11c AND SKIP TO 11d)

( ) one

( ) two or more

11c. How much time does he spend on this type of hobby?

( ) none

( ) one or two hours per week

( ) three or more hours per week

11d. How much time does he spend on the non-scholastic type of hobby, i.e., those that involve working with his hands? (e.g., sports, building things, working on a car, listening to music just for fun)

( ) none

( ) one or two hours per week

( ) three or more hours per week

12. Does your son study anything outside of school? (not just the completion of his school assignments)

( ) No

( ) Yes

12a. How much time does he spend on this?

( ) one or two hours per week

( ) three or more hours per week

12b. What does he study? ____________________

I should like to talk with you now about the reading habits of your son and also about your reading habits and those of your spouse.

13. Does your son do any reading outside of his regular school work?

( ) No

( ) Yes

13a. How much?

( ) some

( ) much

14. Does your son own any books other than his textbooks?

( ) No

( ) Yes

14a. How many?

( ) five to ten volumes

( ) eleven or more volumes

15. Does your son go to a library outside of school hours?

( ) No

( ) Yes

15a. How often?

( ) once or twice a week

( ) three or more times per week

16. Has your son read something aloud to you in the last three (3) months?

( ) No

( ) Yes

16a. How often?

( ) once or twice

( ) several times

16b. What? ______________________________

17. Do you (or your spouse) encourage your son to read?

( ) No

( ) Yes

17a. How often?

( ) sometimes

( ) quite often

18. How much reading does your spouse do? (If deceased or separated from the family, how much reading did he do when he was there?)

( ) none ( ) some ( ) much

19. Did you read any books last year?

( ) No

( ) Yes

19a. How many?

( ) one to five

( ) six or more

19b. What books? ______________________________

____

20. Do you read the newspaper?

( ) No

( ) Yes

20a. How often?

( ) once or twice a week

( ) everyday

20b. How many different newspapers do you read each week?

( ) just one

( ) two

( ) three or more

20c. What papers? ______________________________

21. Do you read magazines?

( ) No

( ) Yes

21a. How many different magazines do you read each week?

( ) just one

( ) two

( ) three or more

21b. What magazines? ______________________________

____

22. Please estimate the number of books your son read last year, i.e., outside of his regular school work.

( ) none ( ) one or two ( ) three or more

23. Does he read the newspaper?

( ) No

( ) Yes

23a. How often?

( ) once or twice a week

( ) about everyday

23b. Does he read anything besides the "funnies" and the sports page?

( ) no

( ) yes

23c. What papers does he read? ____________________

24. Does he read magazines?

( ) No

( ) Yes

24a. How often?

( ) once or twice a week

( ) about everyday

24b. What magazines does he read regularly? _______

____

Now, let's talk about the school as it relates to your son and to you.

25. Do you (or your spouse) talk with your son about things that happen at school?

( ) No

( ) Yes

25a. How often?

( ) sometimes

( ) often

26. Do you (or your spouse) talk with him about the kinds of things his class is doing?

( ) No

( ) Yes

26a. How often?

( ) sometimes

( ) often

27. Do you talk with him about special activities like movies or special programs he has seen at school?

( ) No

( ) Yes

27a. How often?

( ) sometimes

( ) often

28. We know that most boys have some problems or troubles at school. Do you talk with your son about problems or troubles he has at school?

( ) No

( ) Yes

28a. How often?

( ) sometimes (when I think they warrant discussion)

( ) often (whenever he brings them up)

29. Does he show you papers or other projects he has done at school?

( ) No

( ) Yes

29a. How often?

( ) once in awhile

( ) often

30. During the last three (3) years have you been to school for one reason or another?

( ) No

( ) Yes

30a. How often?

( ) once or twice

( ) three or more times

30b. For what kinds of functions? ______________

____

30c. During the last three (3) years how many times have you been to school to attend a special class, club or group for parents?

( ) none

( ) once or twice

( ) three or more times

30d. How often have you worked as a volunteer helper at some school project or program?

( ) never

( ) once or twice

( ) often

We all know that what is good for one child is not necessarily good for another; how then do you personally handle the following situations with your son?

31. If he does a good job at home or in school do you praise him?

( ) No

( ) Yes

31a. How often?

( ) sometimes when I think of it

( ) I make a definite point to do so

32. If he does a poor job at home or in school which of the following are you most likely to do?

( ) show your disappointment but do nothing about it

( ) ignore it

( ) encourage him to do better next time

33. When he does a poor job, which of the following actions on your part do you think works best with your son?

( ) make sure he knows I don't want it to happen again and leave it at that

( ) the least said the better or let him figure it out for himself

( ) try to find out where he is going wrong with the intention of trying to help

34. When you discuss things with your son, how much freedom do you allow him to express his thoughts and ideas?

( ) "we think it is important that he listen to what we think--after all he has very little experience", or to put it another way, "he should be seen and not heard"

( ) he takes his turn in the discussion; "we allow him to have his say within reason"

( ) he feels perfectly free to express himself, in fact, it is sometimes difficult "to get a word in edge-wise"

35. If he expresses ideas contrary to your views or to those of your family which of the following are you likely to do?

( ) try to indicate that he must be careful about what he says, but nothing more than that

( ) try to convince him of the wrongness of his position

( ) discuss the pros and cons of the matter as objectively as possible and allow him perfect freedom to believe what he wants to

36. Do you tell your son what is expected of him and see to it that he lives up to your expectations?

( ) No

( ) Yes

36a. How often?

( ) sometimes

( ) often

37. Do you require him to keep you informed of his where-abouts and of his out-of-school activities?

( ) No

( ) Yes

37a. How often?

( ) sometimes

( ) always

38. Do you (or your spouse) ever say something to the effect of "Why can't you be more like your brother (or sister, or some other boy or girl)"?

( ) No

( ) Yes

38a. How often?

( ) once in awhile

( ) often

39. Do you use some person as an example of how you want your son to be?

( ) No

( ) Yes

39a. How often?

( ) sometimes

( ) often

39b. For example, what person(s)? _______________

40. Do you sometimes try to control your son's behavior by telling him of the good or bad things that will happen if he does something?

( ) No

( ) Yes

40a. How often?

( ) sometimes

( ) often

41. Do you mention the Scriptures or religious teachings as reasons why he should do as you wish?

( ) No

( ) Yes

41a. How often?

( ) sometimes

( ) often

42. Do you give your son a good bawling out for doing the wrong thing?

( ) No

( ) Yes

42a. How often?

( ) sometimes

( ) often

43. Do you use praise when your son does something just the way you wish?

( ) No

( ) Yes

43a. How often?

( ) sometimes

( ) often

44. When you and your son are with relatives or friends, do you praise him in their presence?

( ) No

( ) Yes

44a. How often?

( ) sometimes

( ) often

45. When you and your son are with relatives or friends do you tell them bad things about him or about bad things he has done?

( ) No

( ) Yes

45a. How often?

( ) sometimes

( ) often

46. Do you threaten him with some kind of punishment if he doesn't behave?

( ) No

( ) Yes

46a. How often?

( ) sometimes

( ) always

47. When he has misbehaved do you resort to physical punishment, i.e., do you hit him or slap him?

( ) No

( ) Yes

47a. How often?

( ) sometimes

( ) often

47b. When was the last time? ____________________

48. Do you offer some kind of reward on the condition that he will do what you wish?

( ) No

( ) Yes

48a. How often?

( ) sometimes

( ) often

48b. What kind of reward? ____________________

Perhaps we could talk now about school marks.

49. Do you encourage your son to get good marks?

( ) No

( ) Yes

49a. How often?

( ) sometimes

( ) often

49b. How do you encourage him? ____________________

50. What is a poor mark to your way of thinking?

( ) D or E ( ) C ( ) B

51. Do you reward your son if he gets good marks? (praise or material rewards)

( ) No

( ) Yes

51a. How often?

( ) sometimes

( ) often

51b. What kinds of rewards do you give him if he gets good marks?

( ) praise

( ) praise and/or material rewards (e.g., money, gifts or privileges)

52. **Do you threaten to punish him if he gets poor marks?**

( ) No

( ) Yes

52a. How often?

( ) sometimes

( ) often

53. **Do you punish him if he gets poor marks?**

( ) No

( ) Yes

53a. How often?

( ) sometimes

( ) often

53b. How do you punish him if he gets poor marks?

( ) I give him a "talking to"

( ) I take away some of his privileges

Other? ________________________________

54. **What kind of school marks for your son satisfy you?**

( ) "don't care" or "just so he passes"

( ) average

( ) "all A's and B's"

55. When your son has a mental task to do such as a lesson for school, do you encourage him to work on it? (IF THERE IS AN UNDERLYING ENCOURAGEMENT IN THE HOME, CHECK "YES" AND ASK 55a.)

( ) No

( ) Yes

55a. How hard do you think he should work on such lessons?

( ) hard enough to get by

( ) to full capacity

56. Do the teachers at school seem to encourage or pressure your son to work?

( ) No

( ) Yes

56a. How much?

( ) too hard!

( ) fairly hard or hard

57. How much education do you think your son should have?

( ) "some high school"

( ) "graduate from high school"

( ) "go to college"

58. Do you talk about college with your son?

( ) No

( ) Yes

58a. How often?

( ) sometimes

( ) quite a bit

59. What type of job do you think your son would be happiest in when he grows up?

( ) "almost any job" (unskilled)

( ) "a trade of some kind" (skilled)

( ) "a profession"

59a. For example? ______________________________

I should now like to ask you a few questions concerning your perceptions about yourself and about your son.

60. Do you feel close to your son?

( ) No

( ) Yes

60a. How close?

( ) quite close

( ) very close

61. **Has he been a burden to you and the family financially?**

( ) No

( ) Yes

61a. How often?

( ) sometimes

( ) always

62. **Does he make excessive demands upon your time?**

( ) No

( ) Yes

62a. How often?

( ) sometimes

( ) always

62b. For example? ______________________

63. **Is your son appreciative of the things you do for him?**

( ) No

( ) Yes

63a. How often does he show this?

( ) sometimes

( ) always

64. Does he respect your wishes concerning how he should behave at home, in school and elsewhere?

( ) No

( ) Yes

64a. How often?

( ) sometimes

( ) always

65. In comparison to other children you know about, how do you rate your own son:

a. with regard to his behavior?

( ) poor ("he could be better" or "he always has been a problem")

( ) average ("no better and no worse than the others")

( ) superior ("a very good child" or "I'll take mine")

b. with regard to his over-all performance in school?

( ) poor

( ) average

( ) superior

66. How much self-confidence does your son have when he is faced with:

a. a mental task?

( ) little (not very much at all)

( ) some

( ) much

b. a physical task?

( ) little

( ) some

( ) much

67. Does your son have any close friends?

( ) No

( ) Yes

67a. How many?

( ) one

( ) two or more

67b. How many of these close friends are:

Boys in school?________ Girls in school?_______

Boys out-of-school?____ Girls out-of-school?___

68. How well does he get along with:

a. boys in the neighborhood?

( ) poorly ("not very well")

( ) average ("O.K. I guess" or "give and take")

( ) well ("most all the kids like him")

b. boys at school?

( ) poorly

( ) average

( ) well

c. girls in the neighborhood?

( ) poorly

( ) average

( ) well

d. girls at school?

( ) poorly

( ) average

( ) well

69. Does he feel accepted by his classmates at school?

( ) No

( ) Yes

69a. How much?

( ) sometimes

( ) always or almost always

70. Over the years how often has he been in good health?

( ) never (has been sickly a great deal)

( ) usually (has usually been in good health)

( ) always (has hardly ever been sick)

71. How often is he satisfied with and interested in what goes on in his classes at school?

( ) never (seldom)

( ) sometimes

( ) always (most of the time)

72. Does he express dissatisfaction about not being able to dress as well as his classmates?

( ) No

( ) Yes

72a. How often?

( ) sometimes

( ) always (this bothers him a lot)

73. How well does he work under pressure, i.e., when heavy demands for mental performance are placed upon him?

( ) below average (he "sort of gives up")

( ) average ("he gets nervous and makes mistakes--he doesn't like to be pressured")

( ) very well ("he seeks a challenge")

Now, let me ask you a few questions about yourself:

74. How many children do you have? __________
(number)

74a. Boys __________ Ages __________ Grade Levels __________

Girls __________ Ages __________ Grade Levels __________

75. How much formal education

a. do you have? _______________ (grade level completed)

b. does your husband (or wife) have? _______________(grade level completed)

76. What exactly does your husband (or you) do for a living? Please try to give the job title (or job description) as best you know it. ____

____

I realize that you may be reluctant to answer this next question but please remember that these answers will be held in strict confidence. No one will ever be able to identify your answers as yours.

77. About how much money did your husband (or you) earn last year?

( ) under 2,000

( ) 2,000-3,999

( ) 4,000 - 5,999

( ) 6,000 - 7,999

( ) 8,000 - 9,999

( ) 10,000 - 11,999

( ) 12,000 - 13,999

( ) 14,000 - 15,999

( ) 16,000 - 17,999

( ) 18,000 - 19,999

( ) 20,000 and up

We are now at the end of the interview but I would like to check again on a few questions in order to be sure that I have recorded your answers just the way you wanted them recorded. So would you please answer these three (3) questions again:

78.(14) Does your son own any books other than his textbooks?

( ) No

( ) Yes

78a.(14a) How many?

( ) five to ten volumes

( ) eleven or more volumes

79.(7) Do you encourage your son to take part in extracurricular activities at school?

( ) No

( ) Yes

79a.(7a) How often?

( ) sometimes

( ) often

80.(36) Do you tell your son what is expected of him and see to it that he lives up to your expectations?

( ) No

( ) Yes

80a.(36a) How often?

( ) sometimes

( ) often

APPENDIX B

INTERVIEW SCHEDULE

INTERVIEW SCHEDULE

MALE HIGH SCHOOL STUDENTS

Interviewer's Name ____________________

Interviewee's Number ____________________

Date ____________________

INTERVIEW WITH THE STUDENT

Questions Which Were Asked Of The Parents

To Be Asked Of The Children

CONTENTS

		Questions
I.	Provision of Educational Experiences by the Family	1b(3a)*
II.	Parental Assistance with Required Homework	2b(8h)
III.	Reading Experiences outside the School	3a(14a, 78a)
IV.	Parental Interest in Son's School Activities	4a(29a)
V.	Family Contacts with School Personnel and Family Participation in School Activities for Parents	5a(30a)
VI.	Methods of Motivation and Control of Son's Behavior	
	A. Motivation Techniques	6a(7a, 79a),7a (17a)
	B. Control Techniques	2d(8b),8a (51b),9a (36a,80a), 10a(47a)

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* In this notation the number in parenthesis indicates the number of the identical question in the interview with parents (see Appendix A, "Interview Schedule, Parents of Male High School Students").

INTERVIEW WITH THE STUDENT

Introduction

Hello ______________________________. My name is Mr. Coleman. Won't you please sit down. I am making a study in your school with students like yourself. I am trying to find out if there are certain things that your parents do with you or for you that may contribute to the extent of your success. If your parents do do certain things that help you to achieve in school, we may be able to pass this information on to the parents of other boys and girls around the country so that these boys and girls may get along better in school.

I should like to ask you ten or twelve questions. Please answer them as accurately as possible. I assure you that your responses will be held in strict confidence. No teacher or counselor or the principal will know your replies. They will only be used in reporting the results for approximately one hundred interviews, as is done with polls on elections. Please understand that there are no right or wrong answers to these questions. We need your true answers to these questions so we can be helpful to other students in other schools.

"...ready?"

(The interview begins):

QUESTIONS WHICH WERE ASKED OF THE PARENTS TO BE ASKED OF THE CHILDREN

1. Do you visit various places with your parents? (e.g.: go to a lake, to another town, to another state, to a foreign country such as Canada, to a library, to a museum, to a concert or to other places you can think of)

( ) No

( ) Yes

1a. After you come home from visiting various places with your parents do they talk with you about what you did or about what you saw?

( ) no (IF "NO", SKIP TO QUESTION 2)

( ) yes

1b. How often?
(3a)

( ) sometimes

( ) usually

2. Do you ever have school homework to do?

( ) No

( ) Yes

2a. Do your parents help you with your school work?

( ) no (IF "NO", SKIP TO 2d)

( ) yes

2b. How often?
(8h)

( ) sometimes

( ) often

2c. What kind of help? ____________________

____

2d. Do your parents insist that you set aside a
(8b) definite period in the evening to be used as study time?

( ) no (IF "NO", SKIP TO QUESTION 3)

( ) yes

How often?

( ) once or twice a week

( ) three or more times a week

3. Do you own any books other than your textbooks?

( ) No

( ) Yes

3a. How many?
(14a)

( ) five to ten volumes

( ) eleven or more volumes

4. Do you show your parents papers or projects you have done at school?

( ) No

( ) Yes

4a. How often?
(29a)

( ) once in awhile

( ) often

5. During the last three (3) years have your parents been to school for one reason or another?

( ) No

( ) Yes

5a. How often?
(30a)

( ) once or twice

( ) three or more times

5b. For what kinds of functions?____________________

____

6. Do your parents encourage you to take part in extracurricular activities at school?

( ) No

( ) Yes

6a. How often?
(7a)

( ) sometimes

( ) often

6b. For example? ______________________________

____

7. Do your parents encourage you to read?

( ) No

( ) Yes

7a. How often?
(17a)

( ) sometimes

( ) quite often

8. Do you get any rewards from your parents when you get good marks? (praise or material rewards)

( ) No

( ) Yes

8a. What kinds?
(51b)

( ) praise

( ) praise and/or material rewards (e.g., money, gifts, or privileges)

9. Do your parents tell you what is expected of you and then see to it that you live up to their expectations?

( ) No

( ) Yes

9a. How often?
(36a)

( ) sometimes

( ) often

10. When you misbehave, do your parents hit you or slap you?

( ) No

( ) Yes

10a. How often?
(47a)

( ) sometimes

( ) often

10b. When was the last time? ____________________

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